

# ADVANCEMENTS:

An Implementation Guide To A Community-Based Vocational  
Training Program for Deaf-Blind Youth

Perkins School for the Blind  
Watertown, Massachusetts

Editors:  
Denise L. Goros  
Mary Kowalski-Glickman

1983

HV1715  
G683  
.K849  
1983

Developed by:

project **ADVANCE**



**M.C. MIGEL LIBRARY**  
**AMERICAN PRINTING**  
**HOUSE FOR THE BLIND**

HU1715  
G 683 849  
K

# ADVANCEMENTS:

An Implementation Guide To A Community-Based Vocational  
Training Program for Deaf-Blind Youth

Perkins School for the Blind  
Watertown, Massachusetts

Editors:  
Denise L. Goros  
Mary Kowalski-Glickman

1983

AMERICAN FOUNDATION FOR THE BLIND  
15 WEST 16TH STREET  
NEW YORK, NY 10011

Developed by:

project **ADVANCE**

## ACKNOWLEDGEMENTS:

Over the past three years, a great many people have contributed to the success of project ADVANCE as a viable vocational training model for deaf-blind youth.

We commend the contract development and management personnel of the U.S. Department of Education, Special Education Program, for their foresight and timely recognition of the special needs of this population, and for their continued financial commitment to the development of innovative service delivery models.

We thank the Perkins School for the Blind administration for their support and diligent assistance in meeting both our fiscal and programmatic goals. Most especially, we would like to acknowledge the substantial contributions of Michael Collins, Supervisor of the Deaf-Blind Program, who has provided invaluable philosophical and pragmatic input throughout the course of our project.

We cannot begin to thank all the staff of the Deaf-Blind Program—classroom, residential and special services—for their cooperation and involvement fundamental to the daily operation of the project. And we extend our sincere appreciation to all of those parents and families whose honest feedback encourage us to maintain a realistic orientation to our model.

Special acknowledgement is made to our resourceful project staff who functioned as a cooperative and optimistic team and without whose skills, energy, and dedication, the success of Project ADVANCE would not have been possible: Betsy McGinnity, Steven Davies, Sandra Boris-Berkowitz, Elaine Fearnley, Victoria Kusnierz and Laurel Kahn. We are also indebted to Barbara Smith who, as the first project administrator, was instrumental in laying the groundwork for and shaping the future success of the project.

Another very important group of people deserve special mention: we very much want to thank all the employers and co-workers of our students for their enthusiasm and cooperation. Particularly during some of the more difficult phases of the project, their patience and flexibility played a pivotal role in the evolution of our training model.

Finally, we would like to thank Mary Kowalski-Glickman and Jonathan Barkan for their significant creative and technical assistance in the development and production of this manual.

Denise L. Goros  
Project Administrator

## PREFACE

Twenty years ago, community-based vocational training for deaf-blind, multi-handicapped youth was a dreamer's proposition. Ostracized within the institutional complex, such individuals were routinely prepared for only the most limited and dependent of lives. Their learning needs and abilities were commonly underestimated, their potential as functional, productive members of society at-large ignored.

The field of human services has come a long way in the last two decades. Legislative mandates such as P.L. 94-142 and the Vocational Rehabilitation Act of 1973 provided the impetus for significant growth in both the quantity and quality of educational and rehabilitative programs for the disabled. *Yet, vocational training and placement services for deaf-blind youth remain limited.* Most programs that do exist focus on preparing the individual for sheltered employment. Although the

sheltered setting may be appropriate for many deaf-blind persons, a sizeable number are capable of performing effectively in the competitive workplace. These individuals continue to be under-trained and rarely employed.

Until recently, this gap in the vocational/rehabilitation service network has received scant attention. After all, the deaf-blind population is one of comparatively low incidence. Professional awareness of and experience with this group has been minimal.

However, the majority of deaf-blind individuals in this country were born during the maternal rubella epidemic of the mid-1960s. (See Figures 1-2, Appendix.) In addition to visual and hearing impairments, this group typically presents other disabilities such as developmental delay, fine and gross motor limitation, and behavioral problems. By 1988, over 3,000 victims of that tragedy will reach

the age of twenty-two. They will exit the educational system and flood a voca-

It was in anticipation of this dilemma that Project ADVANCE was launched in 1980 by Perkins School for the Blind in Watertown, Massachusetts. Under a special education contract from the U.S. Department of Education, we designed and field-tested a model job training program for deaf-blind multi-handi-capped youth at community-based work sites. In this program, twenty-seven deaf-blind students ranging in age from 16 to 22 were placed with fourteen private sector employers and at three sheltered workshops in the metropolitan Boston area. Three full-time plus one half-time vocational teachers provided on-the-job training in new skills and work-related behaviors, usually for a three month period, at which time supervision was gradually transferred to employer personnel.

Our employer list was diverse in type, allowing us to offer students training in a variety of entry-level and semi-skilled positions. Approximately two-thirds of our trainees experienced more than one placement. They worked as production assistants and baker's helpers at a large hotel bakery and two industrial bakeries, as food service personnel at a catering service and at restaurants, as dishwashers and housekeeping staff at a racquetball club, as laundry workers at a restaurant, as coin tellers and file clerks at a savings bank, as greenhouse workers, and as maintenance personnel in an apartment cleaning service operated by the project.

tional/rehabilitation system severely unprepared to assist them.

During its three year lifetime, Project ADVANCE supplied placement and training services to nearly one-half of the 60 students enrolled in the Deaf-Blind Program at Perkins. Of these, 40% were paid minimum wage, 40% subminimum wage, and 20% were paid at piece rate. All wages were paid by the employers. As of this writing, only two of our student trainees have graduated and both have been hired by their employers on a full-time permanent basis.

ADVANCEMENTS has been prepared to help you extend to a most needful and deserving population an invaluable opportunity for increased independence and the enhancement of the quality of their lives. Within the guide we have attempted to highlight the major steps—and stumbling blocks—involved in the implementation of a community-based vocational program. Of course, there are no typical situations in a program of this sort. Solutions to training and placement problems must be as individualized as the personalities and capabilities of the students involved. Project expectations must frequently be redefined and frustration levels can sometimes seem impossibly high. We sincerely hope that ADVANCEMENTS will enable you to by-pass some of those occasions.

#### **Project ADVANCE\***

**\*Action for the Development of Vocational Alternatives and New Concepts in Education**

**Enter, Project ADVANCE**

## CONTENTS

### PHASE I: GETTING STARTED

|                                                           |           |
|-----------------------------------------------------------|-----------|
| <b>CHAPTER I: Who Does What</b>                           | <b>10</b> |
| <b>CHAPTER II: Some Preliminary Considerations</b>        | <b>10</b> |
| Operating Within the Law                                  |           |
| Who to Contact, How to Contact Them                       |           |
| Child Labor laws                                          |           |
| Wage Compensation                                         |           |
| The Sheltered Workshop, a Few Distinctions                |           |
| Insurance Liability                                       |           |
| <b>CHAPTER III: Generating an Employer List</b>           | <b>15</b> |
| Locating the Prospective Employer                         |           |
| How to Approach the Prospective Employer                  |           |
| Accentuating the Positive                                 |           |
| Tangible Benefits                                         |           |
| Intangible Benefits                                       |           |
| Eliminating the Negative: The Student Interview           |           |
| The Professional Follow-Up                                |           |
| When to Move On                                           |           |
| <b>CHAPTER IV: Some Practical Restrictions</b>            | <b>18</b> |
| Appropriateness of Jobs                                   |           |
| Location of the Work Site                                 |           |
| Location of the Work Site: Looking Ahead                  |           |
| Employer Flexibility                                      |           |
| A Few Guidelines for Selecting Sheltered Workshops        |           |
| <b>CHAPTER V: Student Placement: A Selection Process</b>  | <b>21</b> |
| The Individualized Educational Plan (IEP) Meeting         |           |
| What the Team Will Want to Study                          |           |
| The Second Round                                          |           |
| Assessing Parental Attitude                               |           |
| Placement in the Sheltered Setting                        |           |
| <b>CHAPTER VI: What Your Students Need to Get Started</b> | <b>24</b> |
| Prevocational Training                                    |           |
| The Curriculum Packet                                     |           |
| School Staff Support: A Continuum of Reinforcement        |           |
| Maintaining In-House Involvement                          |           |

## **PHASE II: IN THE MARKETPLACE**

### **CHAPTER I: What Your Students Will Learn 30**

Job Skills vs. Work-Related Behaviors

### **CHAPTER II: Intervention: A Crucial Role 32**

Working With the Employer

Co-worker Preconceptions

Innovative Intervention

Providing Feedback to the Student

Securing Feedback from the Employer and Co-workers

Timing, Transfers, and Termination

## **PHASE III: FADING OUT**

### **CHAPTER I: When and How To Fade Out 38**

Conditions for Fading Out

The Vital Importance of Follow-Up

Employer/Co-Worker Recognition

### **CHAPTER II: Advocating for the Future 39**

Coordinating the Services of Rehabilitation and Educational Agencies

A Few Final Words of Encouragement

## **BIBLIOGRAPHY 41**

## **APPENDIX 43**

Figure 1: Age Distribution of Deaf-Blind Persons in the United States 44

Figure 2: Age Distribution of Total Number of Deaf-Blind Children Served 45

Figure 3: Application for Special Worker Certificate 46

Figure 4: Employment Placement Analysis 50

Figure 5: Assessment Battery 54

Figure 6: Entrance Criteria 55

Figure 7: Parent Survey 56

Figure 8: Rules for Work 58

Figure 9: Curriculum Outline 60

Figure 10: Placement Survey 64

Figure 11: Work Skills Assessment 65

Figure 12: Task/Skill Analysis and Evaluation 67

Figure 13: Work Evaluation 68

Figure 14: Observation Schedule 71

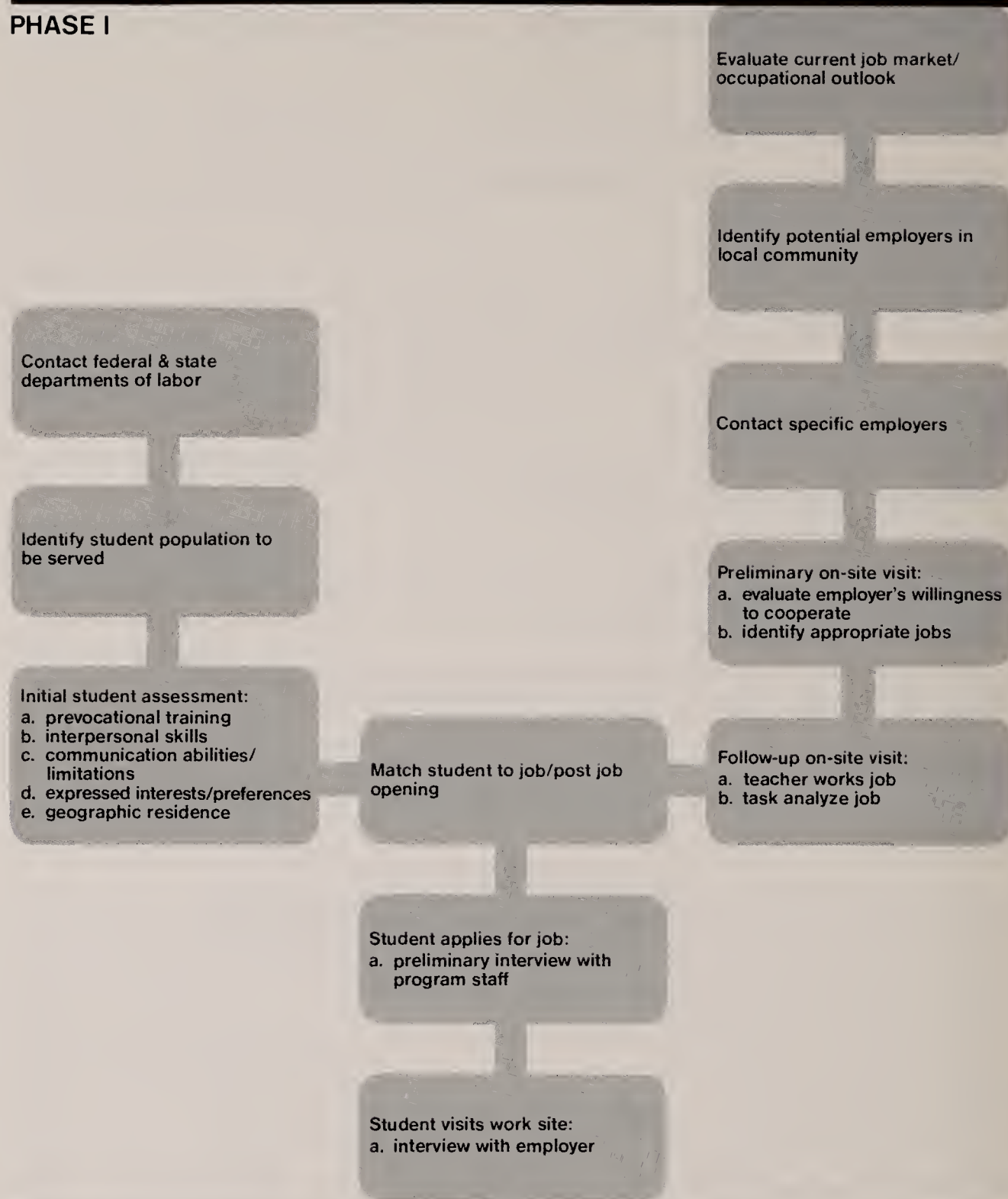
Figure 15: Certificate of Appreciation 75

Figure 16: Certificate of Appreciation 75

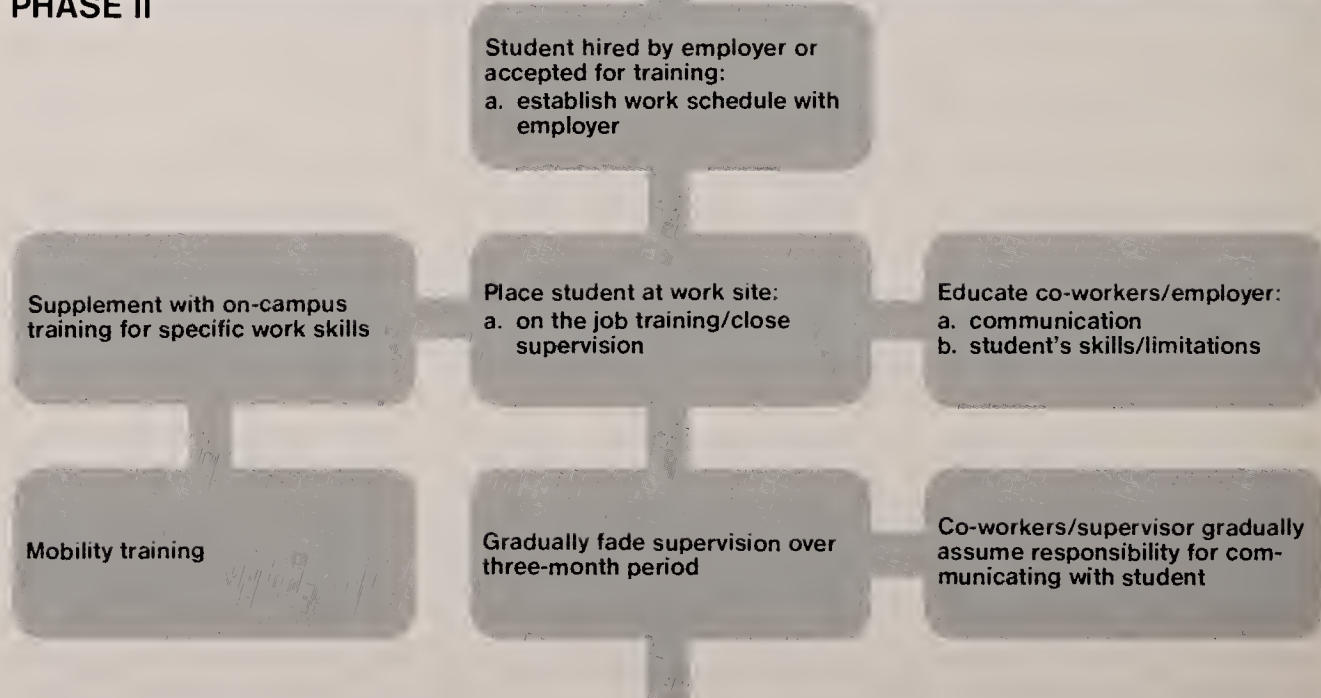
Figure 17: Resume 76

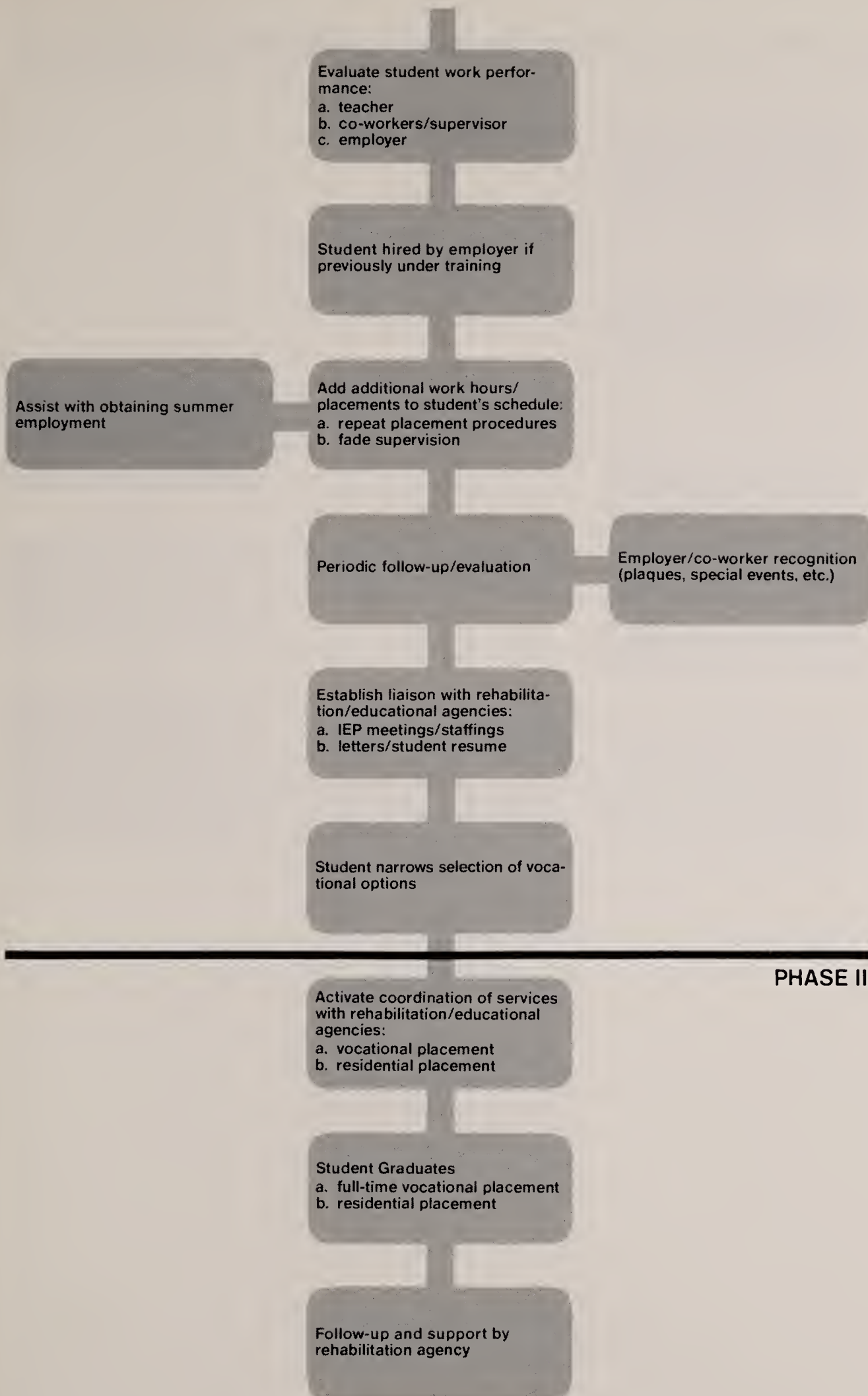
# A COMMUNITY-BASED VOCATIONAL MODEL FOR DEAF-BLIND YOUTH

## PHASE I



## PHASE II





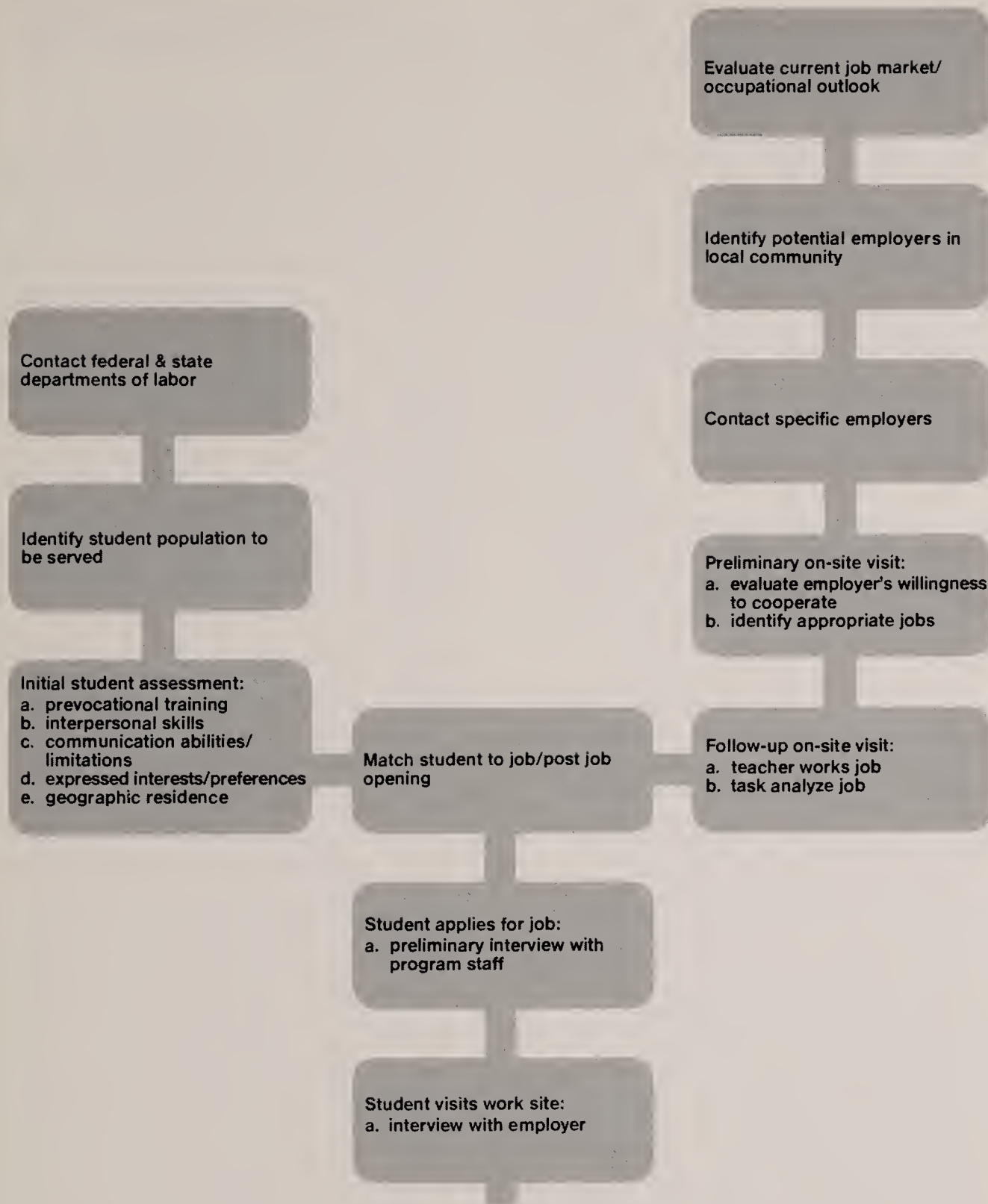


Digitized by the Internet Archive  
in 2019 with funding from  
American Printing House for the Blind, Inc.

<https://archive.org/details/advancementsimpl00proj>

# PHASE I

## GETTING STARTED



## CHAPTER I: Who Does What

The execution of a community-based vocational training program for deaf-blind youth is a complex and demanding process, one best carried out by knowledgeable professionals with practical experience in both program administration and special education. In addition, an innovative project of this sort will require a high degree of commitment from those working towards its realization. Therefore, when hiring staff members for your program, try to select seasoned and cooperative “teampayers” devoted to the improvement of job opportunities for disabled populations. Although much will depend on the number of students and work sites participating in on-the-job training, your staff requirements can be as limited as an administrator and a manageable number of vocational teacher/trainers or *work site instructors*, one or more of whom will serve as *work site liaisons*. The duties of core personnel are described in brief below.

- *The administrator* is responsible for the organization and maintenance of all program phases, especially those elements governing employer-program relations, family and social service agency involvement, and those functions common to all undertakings of such size and scope, i.e. budget control, the keeping and processing of records and forms, the supervision of program personnel and activities, etc.
- *The work site instructor* is responsible for on-site training in job skills and work-related behaviors as well as follow-up support. Companion duties might include the development of new job placements and the handling of necessary paperwork. Although the employment of a certified teacher of the deaf-blind multi-handicapped or hearing impaired is recommended during the initial stages of on-site training, paraprofessionals can be effectively utilized once procedures

are firmly in place. Paraprofessionals should be skilled, however, in sign language, task analysis, problem-solving, and behavior shaping techniques. A general understanding of mobility concepts is also desirable.

- *The work site liaison* functions as a mediator between the employer and the program. Project ADVANCE found that the presence of vocational staff on-site can often inhibit their effectiveness as evaluators and troubleshooters. Employers are frequently reluctant to voice complaints or report problems to an individual with whom they have become familiar on a day-to-day basis. For this reason, we provided them a more “anonymous” channel for feedback. Through periodic phone calls and on-site visits, the work site liaison was able to elicit from employers honest and constructive criticisms of the project before minor difficulties blossomed into major issues. If your personnel resources are restricted, we suggest that work site instructors “double up” as work site liaisons, relating in that capacity with employers for whom they do not perform direct training services. As an alternative, the program administrator might assume liaison duties.

At Perkins School for the Blind, Project ADVANCE was fortunate to have access to a wide range of support personnel who contributed invaluable assistance during all phases of the project. School social workers, psychologists and occupational, speech, audiology, and mobility therapists participated helpfully in the selection of student trainees. Classroom and residential staff worked closely with the work site instructor in reinforcing new skills and behaviors learned at the work site. Chapter V of this section discusses in-depth the ways in which you can enlist the aid of comparable personnel at your school.

## CHAPTER II: Some Preliminary Considerations

### Operating Within the Law

Before implementing any vocational program modeled on Project ADVANCE, it is imperative that you develop an active working relationship with the Department of Labor on both the federal and state levels. Child labor laws and wage compensation regulations under the Fair Labor Standards Act are not only intri-

cate but strictly enforced. Failure to comply with these ordinances can be disastrous: the program can be stopped or closed down; fines can be levied against it and against the private sector employer; businesses can be sued for payment of back wages.

Although a complete explanation of the Fair Labor Standards Act is beyond the intent of this guide, we have provided below some of the most important aspects you should understand from

the outset. For further information, investigate a few of the more detailed publications on this subject made available by the federal and state labor departments. (See Bibliography.)

Likely contacts for assistance in determining your legal obligations are:

- the compliance specialist within the Wage and Hour Division of the U.S. Department of Labor's regional office; and
- the director of the state's minimum wage division.

It is well to remember when dealing with these officers that federal and state laws may differ from one another with respect to child labor requirements, sub-minimum and minimum wages, overtime, etc. In these cases, federal regulations do not automatically supercede state regulations; the stricter of the two interpretations will prevail.

Project ADVANCE enjoyed a positive and cooperative relationship with the federal and state labor departments.

The U.S. Department of Labor's Child Labor Bulletins No. 101 and 102 discuss in great detail the laws governing employment of minors in nonagricultural and agricultural occupations. These state in general that children aged 16 and over can work any number of hours and in most occupations. Children under 16 (14-15 years of age) are very restricted in terms of specific hours and types of occupations in which they can work. For example, they cannot be employed:

- during school hours;
- before 7 a.m. or after 7 p.m.;
- more than three hours a day on school days; and
- in manufacturing, warehousing, or processing.

Your 14-15-year-old students may qualify for permission to work part-time

Assuming that you've developed job or training placements for your students in the private sector, the question of wage compensation then arises: Do these students need to be paid for their on-the-job training or for their work, even if it's

Since your contacts are unlikely to have dealt with a program or population of this nature in the past, we recommend that you emphasize these distinctive features in your negotiations with them:

- the severe multi-handicaps and sensory deprivations your students present;
- the amount of time necessary to train your students given the nature of their disabilities;
- the concrete nature of your students' learning styles (i.e. learning by "doing", not "seeing");
- the inability of your students to transfer skills and generalize concepts from one setting to another (i.e., from the classroom to the job site);
- the low production rates characteristic of many of your students; and
- the lack of rehabilitation programs and services available to them.

during school hours, however, under an amendment to the child labor regulations entitled the Work Experience and Career Exploration Program (WECEP). Originally designed to serve youth who were dropout-prone, the WECEP allows students to work during school hours provided that (1) they receive minimum wages, (2) they receive school credit for their work, and (3) the vocational program is approved by the State Educational Agency. Although any WECEP is school supervised and administered, the state educational agency will handle for you letters of application which must be sent to the administrator of the Wage and Hour Division, U.S. Department of Labor in Washington.

written into their educational plans? What if their production rates are negligible? What if they only work three hours per week?

In order to answer these questions, you must look at the whole picture and

## **Who to Contact, How to Contact Them**

## **Child Labor Laws**

## **Wage Compensation**

determine whether or not the site where the student will be training or working is covered by or subject to federal law and, if so, whether or not there exists an *employment relationship*, a term legally defined as one which requires wage compensation. The information on these determinants presented below is based upon federal regulations. Individual state guidelines will also need to be considered.

**Where will the student be training or working, and is that site covered by or subject to federal law?**

With few exceptions, almost all businesses are covered by federal regulations. However, small retail establishments who do less than \$362,500 annual dollar volume business, i.e. small "mom and pop" enterprises, are not. This description does not apply to franchised or individually-owned establishments that are part of a "chain", as the annual dollar volume business is measured collectively by the larger corporation as a whole. State-run facilities are also exempt from the federal laws governing minimum wage and overtime.

In all likelihood, then, the employers you utilize for student placement will be subject to federal law. Where those rare exceptions exist, state laws will usually impose similar regulations.

**Is there an employment relationship?**

When an individual does not receive wages for the work he or she performs, is there a volunteer, trainee or legitimate employment relationship between him or her and the employer? The answer to this very important question is a little tricky, if not downright sticky.

The laws on this determination are broadly written and defined. Each case must be carefully judged on its own merits. Federal law states that mere knowledge by the employer of work done for him or her is sufficient to create an employment relationship. Yet, how do we define "work"? According to the Supreme Court, work is:

- a physical or mental exertion, whether burdensome or not;
- controlled or required by an employer; and
- pursued necessarily or primarily for the employer or his business.

When are *unpaid* volunteer or training situations legitimate? Volunteer services must be performed in work places that have traditionally utilized volunteers, usually on a part-time basis and typically for public service, religious, and other non-profit organizations. Schools, hospitals, and churches are so categorized.

Training situations, however, must meet the six criteria listed below in order that the trainees not be considered employees. These criteria were originally developed with career-type training programs in mind, rather than the entry-level or semi-skilled jobs your students will learn to perform. In our project's experience, numbers 2, 3, and 4 presented the most difficulty.

**Student/trainees shall not be considered employees if:**

1. the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
2. the training is for the benefit of the trainees or students;
3. the trainees or students do not displace regular employees, but work under their close observation;
4. the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;
5. the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
6. the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

In addition, the Wage-Hour Division of the U.S. Department of Labor will not assert that a *mentally retarded* student's initial participation in a school-work program constitutes an employment relationship if three conditions are met. These are:

1. The activities are basically educational, are conducted primarily for the benefit of the participants, and comprise one of the facets of the educational opportunities provided to the students. The student may receive some payment for his work in order to have a more realistic work situation, or as an incentive or to

insure that the employer will treat the student as a worker.

2. The time in attendance at the school plus the time in attendance at the work site does not substantially exceed the amount of time the student would normally attend school if adhering to a standard academic schedule. Time in excess of *one hour* beyond the normal academic schedule or work performed on days when school is not in session would be considered substantial.

3. The student does not displace a regular employee or impair the employment opportunities of others by performing work which otherwise would be performed by regular employees hired by the school or independent contractors including, for example, employees of a contractor operating food service facilities at the school.

Generally, training situations exist for a period up to but no longer than three months, depending upon the student's skill level. If the student learns the job within a month, then the shift to an employment relationship can occur earlier.

*Remember:* this three month waiver applies only to mentally retarded persons, that is, the student must have a mental disability which will impede his or her job performance or earning capability. Thus, if a student presents multiple physical handicaps but no mental disability, he or she cannot enter a training situation under this waiver.

Because almost all of our students are both multiply sensory impaired *and* developmentally disabled, Project ADVANCE was able to utilize the three-month wage compensation waiver as an incentive to reluctant or skeptical employers for participating in our on-the-job training program. This was accomplished with the full knowledge and cooperation of the federal and state departments of labor.

*Remember also:* The waiver of an employment relationship is in effect for a period of three months no matter how many hours or how often the student trains at the work site. After three months, the student's work will be considered part of an employment relationship.

Now let's assume that your students have entered an employment relation-

ship, either from the start of training or after three months. What options exist for payment of wages?

### **Minimum wage or better**

Obviously, this is the most desirable option and we encourage you to always first advocate for minimum wage or better. Many employers are willing to hire students at the starting wage - you only need to ask.

### **Subminimum wages**

Section 14 of the Fair Labor Standards Act exempts certain persons from minimum wage and overtime laws. Included are the handicapped - students, individuals in workshops and competitive industry, and patient workers. For these individuals, applications *must* be made for subminimum wage programs. Such programs allow employers to pay an individual a subminimum wage rate based on that individual's actual production. For example, if a handicapped person produces on the average 50% of the work of a typical non-disabled employee performing the same job, the employer can pay that person \$1.68 per hour (50% of the \$3.35 minimum wage).

*Handicapped students* can be paid subminimum wages under the School-Work Experience Program. Under this program, an *Application for Special Worker Certificate* (See Figure 3, Appendix) is submitted to the regional office of the U.S. Department of Labor. That office then grants a subminimum wage certificate, generally for the duration of the school year, and usually for 50% or more of the minimum wage. The certificate can be issued for either an individual student or a group of students working at one site. It can be renewed during the summer or the following academic year. Once the student graduates or leaves school, the employer can then apply for a *Handicapped Worker Certificate*, allowing subminimum wage payment to continue. This certificate is renewable on an annual basis.

*Remember:* The above information pertains particularly to federal regulations. Once a federal certificate has been issued for a subminimum wage program, you will also need to check with the state department of labor regarding *their* subminimum wage requirements. Other-

wise, an employer risks noncompliance with state law and is therefore liable for any back wages due. Some states issue their own certificates for subminimum wage programs, while others will approve your program upon the presentation of a federal certificate.

*Remember also:* When negotiating with an employer to arrive at a fair production/wage rate for your student, you'll need to look carefully at the specific

functions listed within the written job description, i.e., those job tasks expected of a non-handicapped employee, taking into account *both* production and versatility. Your student may not be able to perform a few job functions, but those tasks may not be critical to the overall job performance. Try to assess whether or not the student's inability to meet *all* the job components significantly affects his or her overall production rate.

### **The Sheltered Workshop: A Few Distinctions**

#### **Piece rate**

Schools or programs which house a certified work activity center or sheltered workshop may operate satellite programs within industry and pay a student trainee on a piece rate basis.

Under this type of program, students at the job site must be segregated in a separate work area from non-disabled employees. Because this stipulation was contrary to our program's philosophy, Project ADVANCE did not utilize this type of wage compensation except for students placed in actual sheltered workshops within the community.

If you are interested in extending your work activities or sheltered workshop

program to community-based industrial sites, we suggest you contact the Department of Labor for further licensing information.

#### **Other Legal Concerns**

When placing students in the sheltered setting, legal assistance may be required in developing a contractual agreement between the workshop and your institution. Services to be offered and payment schedules should be defined within that document. Parental consent forms will need to be drawn up and signed before placement and exchange of pertinent records. Other documentation requirements will differ from agency to agency.

### **Insurance Liability**

Many employers will inquire about their liability in the event that a student is injured while at the work site. The issues surrounding insurance coverage and liability for students placed in off-campus work environments will vary from one job site to another. However, we would offer the following general guidelines and recommendations:

- Most schools, organizations, or programs have a general umbrella policy for fire, liability, and casualty insurance which can be extended to cover staff and students in off-campus vocational placements determined to be part of an educational or service plan. Notify your insurance company "up-front" of your intention to implement such training. This insurance would cover injuries incurred in transit to or on the job site, as well as any

damage or accidents caused by an individual student at the work site.

- If an employer requests, a certificate of insurance can be drawn up by the insurance company as proof of coverage for the work site. A fee may be charged for this service.
- Once a student or trainee is hired by the employer, that individual is automatically covered by the employer's Workmen's Compensation Insurance. The rates for this insurance are not effected by the fact that an employee is disabled or handicapped.

*Remember:* In the event of an injury or industrial accident, an employer can still be sued by anyone, whether student, employee, or customer, who can prove negligence on the part of that employer.

Armed with the preceding information, having assembled a core program staff, established initial contacts with the appropriate federal and state agencies and reviewed your school's insurance

Project ADVANCE located prospective employers in a variety of ways. Due to the nature of the program's training and placement goals (part-time work experience of 15 hours or less per week), some methods were more effective than others. In general, the more knowledgeable we were about a prospective employer before picking up the phone for an initial contact, the greater our chances were for a positive response.

Our three most successful avenues of employer search, then, were:

- personal contacts;
- employer networks; and
- cooperative networks established in conjunction with other schools or programs.

Of these, investigation of leads provided through personal contacts was, by far, our most viable method of locating receptive employers. Referrals were made by school staff, personal acquaintances, and "friends of friends". Word-of-mouth has traditionally been one of the most common ways in which people acquire jobs. It is therefore not surprising that the project was able to obtain many job placements in the same manner.

Employers who cooperated with the project often referred us to fellow associates and business people. The strength of the referral source greatly enhanced our credibility with these new contacts.

Cooperative "networking" with other schools or programs also provided us with the names of employers with some familiarity or experience with projects of this type. In tapping such networks,

Conventional wisdom has it that first impressions are the ones which last. In employment situations, this is decidedly true. To ensure that your initial contact with a prospective employer is not your only one, we recommend the following:

- Be prepared and be professional. Research the employer ahead of time so

policy, you are now ready to begin contacting prospective employers. To do this, all you need is common sense, a healthy measure of assertiveness, and the following helpful hints.

however, you must be careful not to impinge on one another's "territory".

Less effective but still valuable methods of locating employers were:

- contacting local offices and job matching services of the state employment security agency or private industry council;
- contacting state and national professional trade associations for a listing of members located in surrounding communities; and
- reviewing the regional/state manufacturer's directory. By studying the Standard Metropolitan Areas (SMSA's) and Standard Industrial Codes (SIC's) you can determine the address, telephone number, executives, and product description of specific companies.

If you have exhausted the above methods without satisfactory results, you might contact your local Chamber of Commerce. Obtain their membership list and/or offer to make a presentation at an upcoming meeting. Screening newspaper ads did not prove very successful for Project ADVANCE, largely because most job openings advertised sought employees for 20-40 hours per week. However, on occasion jobs advertised as "semi-skilled", "unskilled", "will train", or "no experience necessary" directed us to potentially responsive employers.

Finally, you might consult the Yellow Pages of your local phone directory, investigate "Help Wanted" signs posted in business windows, or solicit employers door-to-door. The latter method is time-consuming, only rarely productive, and is best prefaced by a phone call.

that you will be able to ask intelligent, well-planned questions. Dress as if you were on your own job interview. Listen carefully to comments and concerns.

- Start at the top. Wherever possible, bypass the Personnel Department and approach an upper management official with decision-making authority first. Our

## CHAPTER III: Generating an Employer List

### Locating the Prospective Employer

### How To Approach the Prospective Employer

least successful attempts in securing employer participation in Project ADVANCE were those instances where our sole contact occurred within a personnel department.

- Give some background information about your program and students but be careful not to “overload” your contact person. Remember, he or she is a business person not a social service professional. Avoid educational jargon such as “IEP”, “MR” and the like. Keep your descriptions simple and brief and avoid in-depth technical explanations of legal deafness and blindness.
- Do not use the label “deaf-blind”. Instead, opt for “visually and hearing impaired”. Most lay people mistakenly believe that “deaf-blind” indicates *total* deafness and blindness. The term “visually and hearing impaired” is less threatening to the employer and also implies the *vast range* of physical and cognitive impairments typical of the deaf-blind population in our country.
- Avoid ambiguity. Decide what your goals are *before* you sit down to talk with an

employer. Are you seeking to place one student or several students in a specific type of job? Do you have a specific student in mind or are you looking for placements which would be viable for a number of students? Are you seeking part-time, full-time, temporary, or permanent placements?

- Offer creative options in employer participation. For example, it may happen that in the course of generating an employer list, you locate a “hot prospect” eager to participate whose job openings are for a greater number of hours than an individual student is able to work. In such a case, propose a *job sharing* option in which two or more students split up a single position into manageable units. Two students can each work ten hours to fill a twenty-hour per week opening.
- Don’t feel the need to “close a deal” on your first visit, but do be specific about arranging a follow-up meeting. Leave your calling card and set a firm date for your next contact, be it a phone call or a visit. Be sure to call back if you don’t hear from the employer at the expected time.

## Accentuating the Positive

In all of your dealings with prospective employers, be sure to emphasize the positive aspects of your program. To this end, brochures, folders, and brief audio/visual materials (a 10 minute slide/tape presentation, for example) serve as effective conveyors of information

and as efficient “persuaders”. In addition, outline for him or her the benefits he or she will receive through participation in the program. These might be divided generally into two subgroups, tangible and intangible.

## Tangible Benefits

### Targeted Jobs Tax Credit

The TJTC is an elective income tax credit which can be applied to the wages your program employer pays to student trainees. The credit is 50 percent of first year wages up to \$6,000 per employee (i.e., a \$3,000 maximum credit) and 25 percent of second year wages up to \$6,000 (i.e., a \$1,500 maximum credit). The paperwork is simple. A preliminary voucher stating that the worker appears to be eligible is prepared by the state employment security agency and final certification of eligibility is provided through the job service office. At tax time, the employer claims his or her credit by filing a single, two-sided form, *Internal Revenue Service Form 5884-Jobs Credit*.

This credit can serve as a powerful selling point for your program. Since the paperwork involved is straightforward, offer to assist the employer by securing for him or her voucher certifications for your students. Do remember that your students as prospective employees *must* be certified *before* they start working in order to preserve the employer’s eligibility for the TJTC. In addition, separate vouchers must be obtained for each placement.

### Meeting Quotas

Inform the employer that your students meet Affirmative Action guidelines and hiring them will help him or her fulfill EEO requirements.

## Upgrading the Work Force

Rather than disrupting the productivity and stability of the employer's work force, the multi-handicapped worker will generally improve it. After the training period is completed, the employer will benefit by gaining highly motivated, com-

Curiously enough, such intangible benefits as identification as an innovative employer, recognition by the community leadership, and close association with community responsibility will prove

Often, an employer may feel receptive to the intent of your program but harbor some resistance grounded in doubts that his or her work force will interact comfortably with the deaf-blind individual. It is then a good idea to arrange a meeting with the employer, one or two of your more capable higher-functioning students, and an interpreter/facilitator. In all likelihood, the student interview will help eliminate such fears and concerns. Project ADVANCE found that some of our students were quite good at "selling themselves" to the reluctant employer. A case in point:

*During initial meetings with a large national hotel chain to develop student job placements, it became apparent that hotel personnel did not grasp the implications of deaf-blindness. We considered that "fear of the unknown" might account for the hotel's reluctance to participate. Project ADVANCE therefore arranged an interview with one of our students to help allay some of that fear.*

*John, an 18-year-old profoundly deaf*

A centrally-located file system of your employer leads can help assure consistent follow-through on initial contacts. It is the *only* way to avoid the embarrassment of having more than one person from your school contact the same employer. Don't irritate the employer. Protect the professional image of your program. Include the following information in your file system and keep it updated:

Be persistent when you pursue an employer, but don't be ridiculous. It

mitted employees. The overall consistency and compatability of his or her work force will be greatly strengthened. Stress to the employer that training will remain the program's responsibility, not that of the company's supervisory staff.

hardier motivators to many employers than the concrete benefits listed above. Be sure to make these elements a central part of your presentation.

*and visually impaired student, was chosen for the interview. Though he had no previous work experience in the community, he was an energetic, likable, and outgoing young man who possessed good interpersonal and mobility skills. John was prepared for the interview by role-playing with project staff. He was further encouraged to use his limited vocal skills ("hi" and "bye") as much as possible.*

*The interview was a success. John's two hearing aids, thick glasses, and unsteady gait made his deafness and visual impairment obvious to the Personnel Director. Yet, the student's affable nature and the presence of an interpreter to facilitate interaction created a relaxed atmosphere during the meeting. In particular, John's appropriate greeting behaviors, i.e. shaking hands and vocalizing "hi" upon introduction, made a strong impression upon the Personnel Director, who later insisted on introducing John to other administrators throughout the hotel.*

*Two weeks later, John began working in the hotel bakery.*

- Name of business
- Address and phone number
- Contact person and his/her title
- Nature of business or jobs
- Date contacted
- Method of contact (phone, letter, visit, etc.)
- Outcome/status of contact

would be unreasonable of you to expect that 100% of the employers contacted

## Intangible Benefits

## Eliminating the Negative: The Student Interview

## The Professional Follow-Up

## When to Move On

will become successfully involved with your program. Sometimes, a “no-go” decision will filter down to your contact from the regional district office or the corporate headquarters of a business.

Without their support, there is little the most sympathetic employer can do for you. Don't become discouraged or waste any more time—move on to another company.

## CHAPTER IV: Some Practical Restrictions

You may now feel ready to actively solicit a variety of employers in your area for participation in your vocational training program. You are well-prepared and understand that employers will need to look both you and your students

over in some detail. But this assessment process is a two-way street. It is a good idea to screen potential employers on several key factors which can make or break the effectiveness of your program *before* you begin contacting them.

### Appropriateness of Jobs

It makes no sense at all to attempt to train your students for jobs which will be obsolete in the future or for jobs beyond their potential skill level. Below are described various methods of determining the suitability of positions made available to your program.

#### Occupational Viability

Since your students are unlikely to experience additional job training later in life, it is essential that you train them in an occupation for which there will be a consistent and viable job market in the years to come. There are numerous resources which provide information about the current labor market and predict future employment trends. These are:

- *Dictionary of Occupational Titles*. Published by the U.S. Department of Labor, this directory includes comprehensive standardized information on and descriptions of over 20,000 jobs in the United States. Occupations are grouped into a systematic classification structure based on the interrelationships of job tasks and requirements.
- *Occupational Outlook Handbook*. Published by the Bureau of Labor Statistics, U.S. Department of Labor, this handbook provides information on approximately 250 occupational groups such as job duties, working conditions, level and places of employment, education and training requirements, advancement possibilities, job outlook, earnings, and other occupations that require similar aptitudes, interests, or training.
- *Occupational Outlook Quarterly*. Published four times a year by the U.S. Department of Labor, the OOOQ updates occupational information provided

in the Occupational Outlook Handbook and reports new research on the current labor market and future employment trends.

- *Employment and Earnings*. A monthly report of the Bureau of Labor Statistics, this publication features current industry data and detailed statistics on the characteristics of the labor force at broad industry levels including employment, hours and earnings, labor turnover by state for more than 200 areas, and analyses of labor force developments.
- *State Employment Security Agency*. Individual states commonly publish analyses of labor market characteristics, high-demand growth occupations, and unemployment developments on a local basis.
- *Employer Surveys*. Direct employer contact, either through phone, mail, or on-site job survey, can be most helpful in providing detailed information about occupational viability. But, in dealing with employers and business professionals remember that you must be specific about the questions you ask. Also, do not combine your information-gathering with actual job development. Job development should always be treated as a separate matter altogether.

#### Skill Levels

Obviously, it is self-defeating to place your students in jobs for which their handicaps present insurmountable obstacles. Consider carefully the abilities and limitations, both physical and cognitive, of your individual students, particularly in terms of the job's auditory, visual, and mobility requirements.

A simple way of determining these requirements is to utilize an *Employment*

*Placement Analysis* form such as that developed by Project ADVANCE (See Figure 4, Appendix). Through the use of this form, we were able to make an initial assessment of the work site and determine important characteristics of the work environment such as hiring patterns, lighting, noise levels, physical demands, safety procedures, tools and machines used, and stress factors. A careful review of those elements enabled us to judge with some accuracy whether or not a particular job was beyond the scope of our students' capabilities and needs.

In general, Project ADVANCE found that our deaf-blind students functioned best in work situations where job tasks

remained fairly constant over a period of time. It is often difficult and time-consuming for such students to learn new job tasks on a daily or weekly basis, especially if these tasks are introduced by a supervisor or co-worker with limited communication skills. This is not to say that the deaf-blind person should be limited to occupations with no opportunity for growth or challenge. However, when evaluating a work site keep in mind that a *structured* setting will provide the optimum job environment. Project ADVANCE discovered that service-based industries presented the greatest number of positions with this qualification.

On reviewing their experiences, our staff unanimously voted transportation of students to and from the work site one of the program's chief frustration areas. Many of your deaf-blind students will be capable of independent job performance once at the work site, but will lack the mobility skills to travel to and from their jobs. Transporting them will then become a major responsibility - at times an annoying one - for work site instructors and can place a considerable burden on your program's budget. Therefore, the location of a work site is a *critical* factor in designing a program of this sort.

Before selecting prospective employers, then, consider:

- availability and cost of parking facilities (on street, garage, meter, private lot);
- availability and cost of taxi;
- availability and cost of public transportation;
- availability and cost of car pools;
- the number of students placed at the work site;
- the length of the work day;
- the frequency of the work schedule (number of days per week); and
- the mobility skills of individual students (independent vs. requiring assistance).

### **Transportation Options**

Granted, the variables listed above are not small in number. You will have to weigh the pros and cons for each job site regarding them and make an individual "judgement call". It might help in

doing so to keep in mind a few transportation options. Naturally, the greater number of students placed at a single work site at the same time the more cost-effective any travel mode becomes.

We recommend that whenever possible independent modes of travel, such as walking, public transportation, or taxi, be encouraged. You might also consider leasing a car on a monthly basis. Students can pay a nominal fare each time they are transported to and from the work site. Fares can be set on a sliding scale based on the student's earnings. Or, you might use staff cars after reviewing the staff member's insurance policy for adequate liability coverage. Here again, the student should be required to pay a fare. Car pooling with co-workers poses yet another transportation option. Parental permission, however, should be obtained and the co-worker's insurance policy examined. Students should be expected to contribute gas monies. Remember, when a student pays a fare or contributes money for gas, a more realistic job situation is created.

You will note that several of the transportation options require staff involvement. The use of master-degreed teachers as chauffeurs is a questionable practice. To eliminate this, you might utilize paraprofessionals or teachers' aides for some of the driving responsibilities. Try to free your teachers from inappropriate duties and utilize their time for on-the-job training for additional students.

### **Location of the Work Site**

## Location of the Work Site: Looking Ahead

Transportation to and from the work site will continue to be a problem for the majority of your deaf-blind students after they have graduated from your school. When assessing a work site, then, consider factors such as where an individual student will reside upon graduation, the degree to which his or her parents will be able to become involved in transporting their child to the site later on, and whether or not his or her community

provides a van or bus service for disabled persons. If, for example, you train a student for occupational skills which are contradictory to the labor market of his or her eventual home environment, you have defeated your overall purpose from the beginning. For this reason, it is highly desirable that you involve the student's family and rehabilitation agency at the earliest stages of program planning.

## Employer Flexibility

The job sites you choose will have to tolerate and exercise a measure of flexibility if they are to successfully accommodate the presence of both students *and* training staff. One of the primary concerns of employers Project ADVANCE solicited was the effect of the presence of training staff upon both production output and employee sentiment, especially if the work site was a crowded or hectic one. Make clear to the employer from the beginning that every effort will be made not to disrupt the daily flow of work. Remind him or her that training staff will fade out their presence in the work area as soon as both student and co-workers become comfortable and competent in dealing with each other.

A second area in which the employer will have to extend some flexibility involves the scheduling of school vacations. Most academic calendars allow

one-half week of vacation during Thanksgiving, two weeks during Christmas, one week in February, another in April, and two summer months. All major holidays are also "days off". While many businesses slow down during the holiday seasons, others peak during these times. If a particular work site falls into the former category, student absences will pose few problems. However, if the volume of business increases during a vacation period, student absences may become a hardship to the employer.

The frequency of school vacations also makes it more difficult for co-workers and employers to view the students as "regular" employees. Resentment and envy can prevail.

To avoid unpleasant experiences, then, it is crucial that you explain to the employer *from the beginning* when students can and cannot be expected to work.

## A Few Guidelines for Selecting Sheltered Workshops

In selecting sheltered workshops for those students who are not yet suitable for placement in the competitive setting, the assessment procedures listed above will generally apply. Since workshops and work activity centers vary tremendously in their entrance criteria, per diem costs, staffing patterns and ratios, types and variety of subcontract work, and tolerance of interfering behaviors, it is advisable to survey a number of sites to determine which best suit the needs and abilities of your students, as well as the financial resources of your program.

Most workshop personnel have had little or no experience with the deaf-blind and may express doubts, concerns, and fears similar to those prevalent in the competitive workplace. Here again, you might arrange for a student interview to combat detrimental preconcep-

tions as well as to provide workshop staff an opportunity to assess your student's abilities and limitations. In addition, be prepared to arrange for the transfer of student records to the workshop after obtaining parental permission to do so.

In general, large shops with a variety of work areas will serve an optimum number of student needs. For students who are ready to move into a more rigorous setting than on-campus work activity programs, the workshop should be structured so that people with various skill levels can be accommodated. For students who require a *more* sheltered setting than is available on campus, a shop offering a variety of work experiences involving one-step, fine motor tasks is preferred.

*Remember:* In all likelihood, you will be requested to pay a per diem rate by workshops participating in your program. However, since you are providing instructional staff to train students on site, you can utilize that asset to negotiate a lower

rate. Further, most workshops are willing to allow half-day placements on a part-time basis, i.e. less than five days per week. Finally, keep in mind that two half-day students can fill or share one full-time “slot”.

When selecting students for placement as on-the-job trainees, you will want and require as much information about your candidates as you can muster. Tap all the available resources within your

school to assemble an evaluation profile of each student under consideration. A team approach is an excellent vehicle for this type of assessment.

The annual IEP meeting is the logical starting point for gathering members of a multi-disciplined assessment team. After initial assessments and the setting of goals, additional meetings with individual staff members will take place throughout all stages of selection, placement, and training. Team players should include the student’s classroom teachers, residential staff, speech, audiology, and mobility therapists, and social worker. The psychologist, occupational therapist, and, of course, other on-campus voca-

tional staff will play significant roles as well.

*Remember:* Whenever possible, enlist the aid of the student’s family and future rehabilitation agency in the assessment process. As mentioned previously, these persons can provide a realistic direction to your efforts in securing a placement tailored to a student’s post-educational needs. Invite them to attend the IEP meeting and keep them abreast of and involved in your program’s progress.

At the time of the IEP meeting, inform your fellow staff of your program and objectives. Stress to them that since there are few standardized assessment tools that yield reliable and/or predictable data for the *deaf-blind* population, their participation and cooperation is essential in making selections for placement. Determine with them the student’s performance in the following:

- *Specific skills learned in prevocational training programs on campus:* Your students may well have some degree of familiarity with job skills in the food service, caning, ceramics, maintenance, or greenhouse setting. Profile an individual’s abilities in those settings as well as his or her response to them.
- *Work activities:* Evaluate the student’s work habits, attitudes, productivity and accuracy at bench work tasks. The occupational therapist can make an assessment of the student’s fine and gross motor skills.
- *Specific Academic Skills:* The classroom teacher can provide input on the

student’s reading, math, language, and writing levels. He or she will also be able to assess the student’s functional level with regard to the handling of money, the telling of time, and other work-related behaviors.

- *Interpersonal skills:* Garner from as many sources as possible a valid picture of the social skills of your student-candidate. Take note of behaviors which would severely impede job performance and determine which of these you can realistically expect to correct as part of the student’s training. Residential staff and families can be most helpful in contributing such information.
- *Hard data:* The psychologist at your school can administer, along with vocational staff, a variety of tests which may prove valuable in determining which of your students will be placed at work sites and where those placements should be. The Appendix includes a list of tests, *The Assessment Battery*, which Project ADVANCE utilized. (See Figure 5, Appendix.)

## **CHAPTER V: Student Placement: A Selection Process**

### **The Individualized Educational Plan (IEP) Meeting**

### **What The Team Will Want To Study**

## The Second Round

After you have compiled information from the assessment team, individual students will emerge as "round two" candidates for placement. Project ADVANCE further assessed this group in light of a

number of entrance criteria (See Figure 6, Appendix). In order to be eligible for all off-campus training positions, candidates were required to meet 90% of those criteria, presented below.

## Entrance Criteria

## project **ADVANCE**

January 1983

**AGE:** 16

### Health and Self-Care Skills:

- Good overall health
- Toilet trained
- Independently feeds self
- Maintains cleanliness and appropriate dress
- Maintains appropriate health-related hygiene (i.e., covers mouth when coughing, uses kleenex, etc.)

### Evacuation & Safety:

- Maintains awareness/responds appropriately to general safety procedures
- Responds appropriately to and participates in emergency evacuation procedures

### Mobility:

- Ambulatory (with cane or trails wall) or accepts sighted guide
- Locates restrooms independently
- Travels to and from job setting (or is able to be transported/board transportation)

### Interpersonal/Social Skills:

- Responds appropriately to behavior management program or maintains appropriate behavior with minimal supervision
- No recent history of aggressive, self-abusive or tantrum behavior
- Responds appropriately to instruction

### Communication Skills:

- Expresses basic needs (i.e., toilet, sick, hungry, etc.)
- Responds to or tolerates alternative modes of communication

### Stamina:

- Able to work up to 90 minutes without a break
- Able to sit or stand in one area for up to 90 minutes
- Able to remain at work site for at least 2 hours

### Work Skills:

- Has had prior pre-vocational training (particularly work activities) with outside classroom staff
- Has had food service evaluation
- Understands concept of starting and completing a task
- Accepts training and supervision from job supervisor/co-worker
- Responds appropriately to change in task, schedule or routine
- Able to meet employer expectations for speed and accuracy (production) specific to job placement

Some of our higher functioning students were capable of taking the initiative to respond to notices of job openings posted on the bulletin board by the vocational staff. In fact, posting job openings became an important program

element insofar as such helped to create a realistic job hunting atmosphere. Students who came to the project in this manner, however, were also required to meet the project's entrance criteria before consideration for off-campus placement.

Project ADVANCE made an effort to solicit the assistance and active support of our participants' parents during all phases of the program. We initially developed a *Parent Survey Form*\* (see Figure 7, Appendix) to ascertain the level at which we could expect families to advocate our program and to uncover any negative feelings which might effect its implementation.

The results of that survey revealed that an overwhelming majority of parents hoped that their son or daughter would work in the future. Nearly 100% supported their child's participation in a vocational training program, though parents were concerned about safety issues, the suitability of jobs, and co-worker bias at the job site. The survey was followed up by an invitation to attend their child's annual IEP meeting.

If your school enrolls a number of day students, parental involvement during the assessment process becomes highly desirable. Periodic meetings with staff, progress reports, parent newsletters, and parent workshops offer a number of opportunities to keep families in touch with the program. Progress reports and letters to parents were sent out by Project ADVANCE at least three times during the year. These discussed the child's progress at the work site, payment issues, changes in the program, Supplemental Security Income (SSI) information, and the filing of federal and state income tax returns.

Transportation approvals should be solicited from parents once their child is proposed for a particular work site.

By the third round of student selection, your students will begin to fall into one of three subgroups: those who do not meet entrance criteria, those suitable for placement in a sheltered setting, and those suitable for on-the-job training in a competitive workplace.

Project ADVANCE offered four options for placements in sheltered settings. Students were assigned training experiences at either a project-run cleaning service, a sheltered enclave within industry, a workshop, or a work activity

Keep in mind that local parents may be able to assist their child in getting to and from work or, occasionally, may be willing to participate in a carpool of student trainees.

In order to assure that parents will feel at ease with their child's program, acquaint them with its practices. Project ADVANCE found it profitable to send parents photographs of their child at the work site as an enclosure with a letter or progress report. We also recommend arranging informal visits by parents to the work site.

Discuss the parent's concerns openly and frankly. As a whole, they can be strong resources in creative problem-solving. This was especially evident in our experience during summer months. Parents and Project ADVANCE staff worked cooperatively in finding students summer employment. The LINK, a newsletter published by parents, advertised an "idea exchange" on summer employment tips.

When interacting with parents, however, be sure to exercise tact and patience. Sometimes, a parent may be dissatisfied with a particular placement. The training staff will have to mediate and assuage doubts. Expect some frustration in the form of delays in return of necessary paperwork requiring parental signatures.

A strong bond shared between parents and your program staff is the desire to see the student succeed in an independent manner. Capitalize on that bond. Cooperative parents foster the most nourishing environment for your student's future growth and job opportunities.

center. Assignments were based on the student's skills and needs. For example, one student preferred gross motor activity and was assigned to the cleaning service; another preferred a sedentary job and was placed with a workshop.

The project-run cleaning service, "Beat the Dust", was relatively easy to set up. Project staff approached local real estate agents and offered to provide maintenance services for buildings under their management. The staff then visited the buildings to be cleaned and estimated costs for labor and material. A price was negotiated with the realtor after the services to be provided were

### Placement in the Sheltered Setting

\*adapted with permission from Paul Wehman's "Competitive Employment" (Paul H. Brookes, Publishers) pps. 139-141

clearly delineated and mutually understood. One of the attractions of this type of project-run operation is that overhead is quite low, which enables the service to pay students minimum wage.

Sheltered enclaves within industry represent a valuable transitional option in employment for some students unsuitable for the competitive workplace. Sheltered enclaves are semi-sheltered situations in which groups of four or five students are placed at a private sector work site and work alongside non-handicapped employees. However, here the work site instructor does not fade out but remains on site. Hence, the sheltered enclave within industry provides students exposure to and practical experience with the mainstream work force while allowing them to earn competitive wages.

As mentioned in Chapter IV, workshops and work activity centers will vary greatly in their entrance criteria, flow of work, staffing patterns, etc. At times, a student may have difficulty in adjusting to the working conditions at a particular placement. Don't lose heart. Those peculiarities may not exist at a different site; a more suitable placement may open elsewhere. Our experiences with transfers and rotation of placements from one type of sheltered setting to another generally proved beneficial. For example:

*Jerry, a 16-year-old deaf-blind student, was initially placed in a large workshop.*

*The flow of work at the site was sporadic. In addition, the first part of the working day took the form of a group discussion in which he could not participate. Jerry grew bored and restless. He performed his work well but displayed difficulty in adhering to break and lunch time routines.*

*Soon, inappropriate behaviors proliferated. Jerry was excluded from the company of his co-workers. His behavior deteriorated further.*

*The work site instructor was able to observe Jerry's problems and recommend a placement change. A more structured work activity center was found for him. His confusion abated, his behaviors improved. His production rates continued to remain satisfactory.*

*Remember:* Be sure to involve your student's future rehabilitation agency when placing students in sheltered workshops. Encourage the rehabilitation representative to contact sheltered workshops in the area where the student will live after graduation. Such workshops frequently have long waiting lists. It is not unusual for one to wait up to five years before a placement "slot" becomes available. The rehabilitation agent can place the student's name on the waiting list of an appropriate workshop while he or she is still in school. The earlier your students are inaugurated in the post-graduate placement process the better.

## CHAPTER VI: What Your Students Need to Get Started

After expending so much energy in assessing and selecting both employers and students for your program, it would be foolish to march your trainees into the work site "cold". Try to give them as much on-campus preparation for the work experience as resources allow. At Perkins School, students were drilled in a number of work skills and habits prior to the first day of work.

For example, students were taught the following skills necessary for food service occupations:

- safety techniques for using and carrying knives and kitchen utensils;
- measurement;
- following recipes;
- food storage (wrapping food for freezing and/or refrigeration);

- care of pots, pans, and utensils;
- safety techniques for using stove and/or oven;
- safety techniques for opening cans;
- salad bar preparation; and
- set up and clean up of dining room.

In the greenhouse, skills taught included:

- taking cuttings;
- filling pots with soil;
- potting plants;
- planting rooted cuttings in soil;
- pricking off seedlings;
- wiring pine cones; and
- basic plant care (water, light, and bugs).

Finally, in work activities students learned:

- good work habits such as coming on time, appropriate dress, positive attitude;
- the use of hand tools (screwdriver, stapler, etc.);
- the use of a drill press;
- the performance of assembly tasks
- the performance of packaging tasks;
- the performance of collating tasks; and

As additional support, students were presented with a *Curriculum Packet* before they began their jobs. The packet, printed in large type or brailled, explains in simple, direct language the student's job responsibilities and reviews for him or her general guidelines for dress, scheduling, handling paychecks, and the like. After studying the packet, students were prepared for common procedures such as filling out W2 or W4 forms and had gained some knowledge of the roles their co-workers, supervisor, employers, and program staff would play during their training periods.

The packets were broken down into the following generic areas: food service, greenhouse, laundry service, maintenance/custodial service, production work, and entry-level office work. Within each generic area, individual packets were developed for specific job placements. These contained general work-related information as well as detailed job descriptions and task analyses. Contents included:

- a general introduction and rules for project participation;
- personal information sheet;
- rules for work;
- work site description;
- organizational chart;
- job description;

The deaf-blind multi-handicapped individual may be eager to learn but will do so best in an atmosphere structured with support. When that same individual prepares to enter the workplace for the first time, he or she has a wealth of new skills and behaviors to learn all at once and will need more intense drill and practice in them than the vocational teacher alone can provide.

- the use of a heat sealing machine.

Once Project ADVANCE had been in operation for a time, we were also able to introduce work samples from some of our work sites to students about to enter the program and to those who needed extra 'homework' on their job tasks, giving them a valuable "edge" in on-the-job training.

- task analyses;
- general vocabulary;
- specific job-related vocabulary;
- job evaluation; and
- an explanation of the paycheck.

The *Rules for Work* form (See Figure 8, Appendix) deserves special mention. *Rules for Work* outlines the student's obligations to both the program and his or her employer, especially in regard to transportation, personal appearance and conduct, the handling of paychecks, and the reporting of work-related problems. At the conclusion of this document, students are required to agree by signature to conform to the rules therein described. Students are made well aware that their signatures commit them to a contractual arrangement, that *breaking* the rules can endanger their placement security. In this manner, a powerful motivator is incorporated into pre-placement training.

Of the 27 deaf-blind students participating in Project ADVANCE, only five were able to read through the packets independently with adequate comprehension. However, the majority of students used them with the assistance of instructional staff to great benefit as a general reference. Project staff reported them excellent tools for reinforcing work-related concepts across a variety of environments.

To locate training support, reassemble your assessment team as a *reinforcement team*, one which will assist vocational staff in pre-placement and on the job training. In the first phases of your program, you may wish to meet with team members on a weekly basis, reviewing

\*Available upon request from Perkins School for the Blind.

#### \*The Curriculum Packet

#### School Staff Support: A Continuum of Reinforcement

with them training goals and needs. Progress reports can be made, and problem areas discussed. As students become more independent on the job, inter-staff meetings can fade out to a minimum.

Below are listed some of the practical ways in which you can utilize your school's staff members as training resources. Through careful and thoughtful planning with them, your student-trainees will enter the marketplace with a support system intact, one able to respond to *all* their learning needs as they develop.

- *Language Skills:* The classroom teacher can incorporate into language classes new words and concepts students will need at the work site. Fingerspelling work tools and activities, vocalizing imperfect but essential "hello's" and "good-bye's", and the use of picture cards as a possible on-the-job method of communication are examples of the kinds of skills students can *begin* learning in the classroom and *transfer* later on to their work environments.
- *Transportation:* Mobility specialists can incorporate the mode of travel the student will use when going to and from the job into his or her educational plan. Mobility class time and travel to the work site can be combined. Training in independent taxi, train, or bus travel is accomplished with greater ease when the student is motivated to get to work on time and earn his or her day's pay.
- *Organizational Skills:* Residential staff—or family members if the student lives at home—can play a crucial role in helping students develop organizational skills necessary for efficient job performance. Such basic activities as dressing for work and preparing a bag lunch are most effectively learned within a residential

setting. Residential staff are also in the best position to keep an eye on a student's general hygiene and grooming. If a student is unable to attend work on a particular day, these same persons are most able to notify the work site instructor promptly. Doctor's appointments and the like are frequently scheduled through residential staff who can cooperate with the job training program by making sure that such are not scheduled during the student's working hours.

- *Behavior Shaping Programs:* If a student trainee exhibits an interfering behavior at the work site, your school psychologist or classroom teacher will be able to design with you an individualized behavior shaping program. Consult with the psychologist or social worker on issues of co-worker bias or family resistance as they occur. He or she is well equipped to aid you in devising methods of maintaining positive labor and family relations.
- *Administrative Planning Support:* Other members of your school staff can assume responsibility in key areas of program administration and planning. For example, the social worker/parent consultant can deal with families on social security matters, in the gathering of medical information and release forms, and by taking the time to explain various program elements to them. The occupational therapist may visit the work site and make recommendations on how to best utilize the work space to enhance a particular student's productivity. Project ADVANCE enlisted the expertise of the school audiologist in evaluating the noise levels of program work sites. After making site visitations, the audiologist recommended at which decibel levels the students should use hearing aids and at which they should not.

## Maintaining In-House Involvement

Since the resources of your school must work together cooperatively in order to carry off the implementation of a community-based job training program, you will want to be sure that your program maintains a high profile in-house. Project ADVANCE took several steps to assure that Perkins School staff were aware of and remained committed to the progress of the program. We generated a pamphlet,

*Why We're Here*, which was circulated to both staff and participating employers. The pamphlet illustrated in an attractive and intriguing manner the goals of the program and examined the roles vocational staff would play as work site instructors. It was supplemented by a slide show in which students at work sites featured prominently. Pictures of students working were posted on the bulletin

board for staff, students, and visitors to view. On-site visits proved an appealing experience for both school staff and the student-trainee.

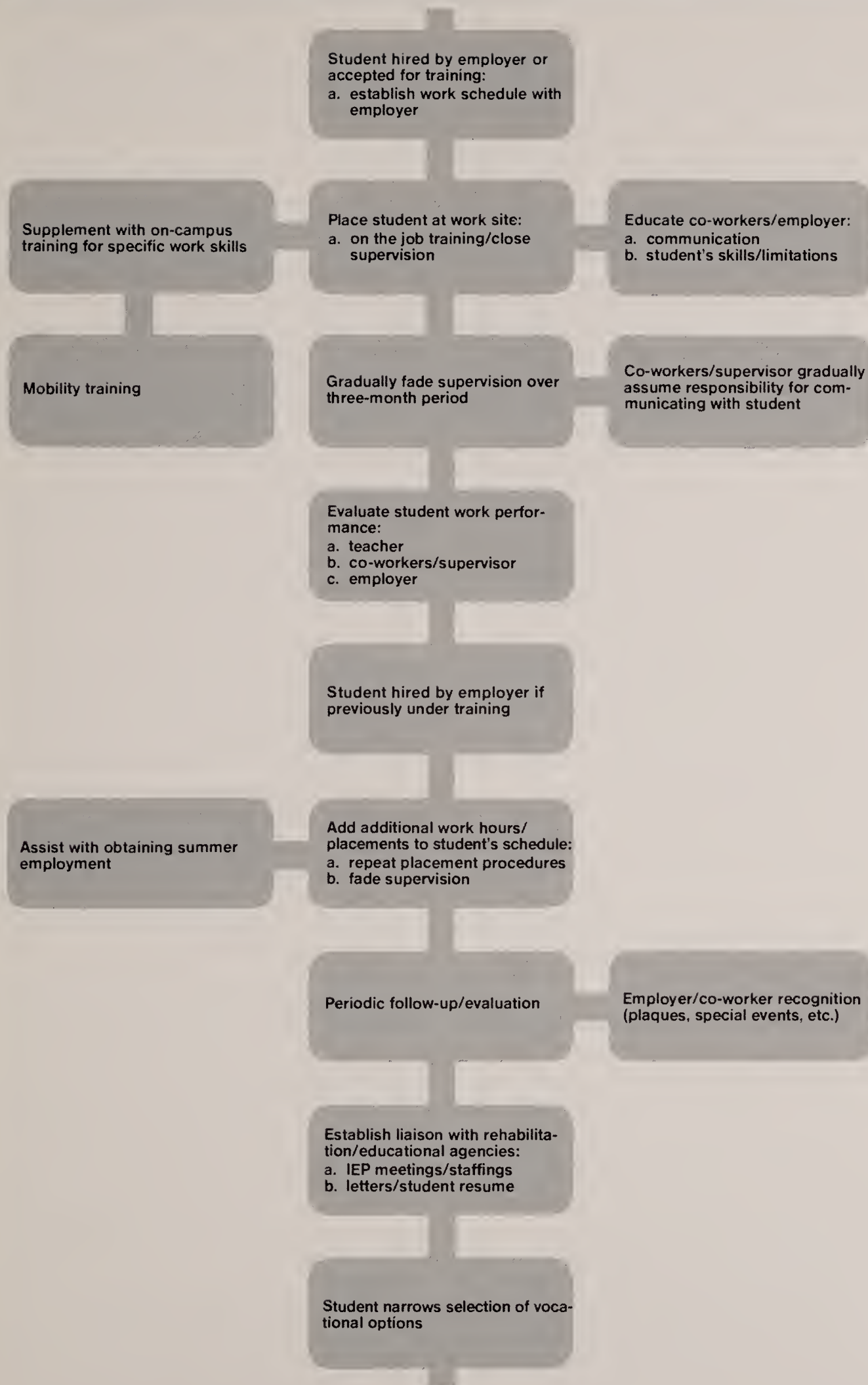
The high visibility of our program combined with formal and informal staff con-

ferences ensured the rapid acceptance of Project ADVANCE as an integral part of the school curriculum. As indicated above, that acceptance worked greatly in our favor.



# PHASE I

## IN THE MARKETPLACE



## CHAPTER I: What Your Students Will Learn

### Job Skills vs. Work- Related Behaviors

No on-campus training program, however comprehensive, can fully prepare a student for the responsibilities and dynamics of a true employment situation. While certain classes of job tasks or simulated work environments may be introduced in the classroom, these will have to be redefined and further detailed

to suit a particular employer's operations once a placement occurs. In the same vein, although some necessary social skills can be learned on-campus, others, such as relating to co-workers unaware of a student's special needs and/or limitations can only be learned experientially.

Most educators of the deaf-blind would agree that this population performs best when time and tasks are structured. Those conditions are often naturally present in entry-level and semi-skilled job settings. In fact, Project ADVANCE found that our student-trainees quickly became proficient at the daily tasks their placements required. In many cases, their production rates were comparable to those of the general work force and became so well within the three month training period.

As training support, vocational staff studied job descriptions and visited work sites. An exhaustive task-by-task analysis for each placement was then written up and included in the student trainee's *Curriculum Packet*. The work site instructor then worked with the student on-the-job until he or she mastered each of the tasks. In order for students to follow the tasks independently, adjustments were sometimes needed as compensation for their sensory impairments. Training staff created methods to solve problems by tuning into their students' abilities, rather than their disabilities. When feasible, cooperative solutions, that is, ones involving teamwork, were devised. As examples:

*Marion was a well-behaved, engaging student placed on the production line of an industrial bakery. She entered the placement enthusiastically and proved one of Project ADVANCE's most determined trainees. However, the placement required that she stack cookies in five rows. Marion was unable to count. Initial efforts to teach her this simple skill failed. Marion's work site instructor came up with an alternative counting method. Five pieces of tape were attached to Marion's work table and she was successfully trained to match cookies to tape. Eventually, she was able to match without the tape.*

*At the same work site, Peter, a totally blind student, mastered all of his job tasks well with a single, significant exception. When he had finished stacking a tray of cookies, he was required to locate a space in a storage rack for the completed tray. Due to his visual impairment, this was extremely difficult for him. A teamwork approach was utilized to solve Peter's problem: after finishing a tray, Peter tapped a fellow student-trainee who worked beside him. This individual picked up the tray and placed it in the rack for him. In this way, Peter was able to carry out his job responsibility and learned as well the value of collaboration.*

Once job task procedures and adjustments are firmly in place, training will concentrate on increasing the student-trainee's speed and accuracy. In this regard, Project ADVANCE organized "beat the clock" or "beat your co-worker" games at the job site to great advantage. When suitable levels of production were reached and maintained, the work site instructor initiated fade-out of his or her presence, gradually transferring authority to the student's supervisor. (See Phase III, Chapter I.)

On the whole, Project ADVANCE was gratified that our student-trainees demonstrated competence at their jobs so readily. Trouble arose when students were required to react to spontaneous incidents which deviated the course of what had become their normal routines. This is, however, precisely the kind of experience missing in the classroom and which our students desperately need in order to perform adequately in the competitive workplace.

The addition of new job responsibilities, a change in co-workers or supervisor, and the slowing down or acceleration of a particular employer's production rate are all common occurrences which may affect your student-trainees adversely. In order to prepare them, it is a good idea

to alter the scheduling of on-campus activities on occasion so that they become more comfortable in more volatile environments. In their future lives, the ability to make impromptu and appropriate decisions will be far more useful to your deaf-blind students than a proclivity for rigid routine.

In any event, Project ADVANCE staff determined early-on that the lion's share of their energies would be devoted to training students in various social skills or *work-related behaviors* rather than in the execution of mechanical job tasks. Since our students learn by "doing", not by "seeing", these behaviors can only be absorbed on a case-by-case basis such as the work environment intrinsically provides.

The kinds of work-related behaviors your students will need to acquire will differ from one student to another. In general, the deaf-blind are unable to pick up on subtle social cues to proper behavior that sighted and hearing individuals recognize immediately. They will not realize at first that behaviors considered acceptable or even "cute" within a school setting are viewed negatively by co-workers. The work site instructor must be observant, supply his or her student-trainees with the social cues they have missed, and correct inappropriate behaviors as they are expressed. To illustrate:

*Kim, a well-meaning and demonstrative girl, was accustomed to giving great bear-hugs and impulsive kisses to her teachers and residential staff. This affection was welcomed and encouraged by both her teachers and houseparents.*

*Yet, when Kim transferred these extensive physical displays from her home and school setting to the workplace, her co-workers and supervisor were, understandably, concerned. Kim, confused by their rejection, became withdrawn; her job performance eroded in quality. With infinite patience, Kim's work site instructor helped her to understand the distinction between acceptable displays of affection at school and the more restrained friendliness expected from her on the job. As her co-workers "warmed up" and Kim "cooled down", Kim's job performance steadily improved.*

*Bill, a somewhat shy youth, carried out his duties at a hospital laundry*

*efficiently. His co-workers, however, thought him sullen and hostile since Bill did not comprehend the necessity of greeting his co-workers on entering or exiting the laundry. It was his silence, an unintentional one, that condemned him in the eyes of his co-workers. After it was impressed upon him that he must extend "hello's" and "goodbye's" or "have a nice day's" to his co-workers, he did so. His co-workers revised their opinions of him and Bill blossomed under the influence of their new receptivity.*

In order to keep track of our students' status with respect to job tasks and behaviors, Project ADVANCE developed a *Curriculum Outline* which incorporated checklists and rating systems in seventeen areas of work activities. These were:

- punctuality;
  - use of time clock;
  - task approach/completion;
  - attention span;
  - task/skill acquisition;
  - quality/quantity of work;
  - acceptance of supervision;
  - response to pressure;
  - frustration tolerance;
  - adaptability/flexibility;
  - communication/socialization;
  - stamina;
  - appearance/hygiene;
  - responsibility;
  - awareness/practice of safety;
  - orientation/mobility at the work site;
- and,
- orientation/mobility in work-related travel.

The *Curriculum Outline* is reproduced in the Appendix. (See Figure 9.) You will not likely use all the material presented for each area, nor is such likely to be applicable to every workplace or student. However, the outline does cover most of the *critical* skills and behaviors your deaf-blind students will need to learn.

It should be obvious from the preceding that the work site instructor must pay due attention to the interactions of student-trainees and co-workers. Without this scrutiny, he or she may not be able to discover the underlying cause of interfering behaviors, poor productivity, or

co-worker bias. In fact, while training students for specific job tasks may appear to be the work site instructor's

primary function, an equally important function is that of watchful *intervention*.

## CHAPTER II: Intervention: A Crucial Role

The work site instructor fills a crucial communication gap between the employer, co-workers, and student-trainee, especially at the beginning of the training process. Until those parties establish comfortable methods of communicating directly, the work site instructor must act as both interpreter and mediator, sensi-

tive and sympathetic to the needs of all. He or she will have to track employer policies and co-worker attitudes, provide feedback, devise communication methods, and decide when placements should be terminated. All of these activities can be grouped under the general heading, "intervention".

### Working With the Employer

In most cases, your student-trainees' contact with their employers will be limited. Unless the employer has had some experience with handicapped persons in the past, chances are he or she will have to be encouraged to become personally involved in the day-to-day progress of your program. That encouragement must be supplied by the work site instructor.

Project ADVANCE initially assessed employer attitudes, feelings, and concerns by asking him or her to complete a *Placement Survey*. (See Figure 10, Appendix.) Responses to the survey revealed the employers' degree of exposure to deaf-blind persons in the past, whether or not they had previously employed handicapped individuals, and measured the level of involvement we could expect from them. Information gleaned from the *Placement Survey* was supplemented by interviews and on-site visits through which the employer's actions, body language, and reactions to pertinent questions further indicated his or her commitment to the program.

Once the training process has begun, the work site instructor will be responsible for maintaining a constant flow of information between the employer and the program. Intervention tactics are especially needed in this regard since many employers are fearful of appearing heartless toward or intolerant of their student-trainees. Often, an employer may express a positive opinion of a student-trainee's job performance to the work site instructor and a negative one to his or her co-workers. Obviously, if your program is to succeed, it is vital that criticisms of the program are honestly communicated by the employer.

To create an open and frank program-employer relationship, the work site instructor will have to actively advocate on the program's behalf. In your dealings with employers, be sure to stress that *all* comments are welcome and necessary. Remind them that if a student proves unsatisfactory for a particular placement, another better suited can be found. Transfers and replacements are highly preferable to the termination of an employer's involvement.

Sometimes, employers will be lax in informing the student's supervisor and co-workers about program schedule changes, student vacations, or placement start-ups. Project ADVANCE found that phone communication followed up by written communication is much more effective than phone communication alone as a method of insuring that *both* employers and co-workers are kept up-to-date with the program. Always follow up phone conversations with a letter restating the results of the call. Employers can then post the letters on bulletin boards at the workplace to inform all employees of up-coming events or variations as they occur.

In addition, the work site instructor will have to keep track of changes in the employer's rules, policies, or personnel and prepare the student-trainee for them. As mentioned earlier, such changes may be disturbing to the student-trainee and impede job performance.

Frequently, it takes just as long for co-workers to acclimate themselves to the presence of the student-trainee as it does for the student to become proficient and comfortable on the job. Remember, most people have never interacted with a multiply handicapped person before. They may feel awkward, nervous, or even frightened about working with a deaf-blind person. They may be worried that the student-trainee will inconvenience their own job performances. They may wonder how they will communicate with the deaf-blind trainee or voice concern over his or her mobility skills. If the employer has failed to prepare his or her employees for the student-trainee's presence, these feelings will be compounded.

The work site instructor will be required to educate co-workers about the program and the student-trainees. While day-to-day contact with the deaf-blind student will resolve many preconceptions, it is useful to distribute the *Placement Survey* to co-workers as well as employers *before* the students arrive at the work site. The survey is an excellent means by which to detect co-worker misconceptions about the students or program and enables your program staff to enter the workplace armed with strategies to correct them. Offer to co-workers whatever resource materials you may have developed to describe the program, the students, modes of communication, etc.

Perkins School offered employers and co-workers free sign language classes. Attendance was by no means a prerequisite for program participation. However, making such classes available encouraged the involvement of co-workers and rewarded them for their interest and cooperation. Many co-workers will assume that sign language is the *only* option for communicating with the deaf-blind. Consequently, program staff should stress to them the many ways in which body language, gestures, facial expressions, and the writing of notes can be used in interacting with your student-trainees.

Be prepared as well for some friction from co-workers resentful of the "special treatment" you provide students by training them. Or, due to limitations of work space, co-workers may feel crowded by training staff. This may be a very realistic complaint, particularly when fade-out procedures have begun and the role of the work site instructor has changed from supervisor to that of observer and trouble-shooter. Co-workers are likely to then perceive you as "doing nothing" and may express jealousy of your "cushy job". In such a case, distribution of a *Why We're Here*-type brochure can serve to explain and re-emphasize to co-workers the work site instructor's goals and purpose.

As in dealing with families, tact and patience are called for in addressing such obstructionist attitudes. Keep in mind, however, that some co-workers will *never* accept or participate in your program in a meaningful manner. We advise that you retain a good sense of humor and practice tolerance, but don't beat your head against the wall. After all, you can't please all of the people all of the time.

Those co-workers who are cooperative with the program may zero-in on the work site instructor as a sympathetic ear for various complaints about the employer or about the company supervisor. Although you may be tempted to agree on some issues, strive to maintain your neutrality. This is one area in which you should decidedly *not* intervene.

For the most part, co-workers will adjust and learn to become appreciative of the abilities of student-trainees as time goes by. Some will become personally invested in their success and act as advocates for the students when the training process ends and negotiations for permanent placement and wage rates begin. This cannot occur, however, unless the work site instructor has demonstrated sincere and activist consideration for their initial reservations from the program's inception.

Some problems at the workplace can be anticipated, others cannot. Creative solutions to unique difficulties will be demanded of the work site instructor. Some of your solutions will amount to

radical innovations for the employer and co-workers. Pairing students to work in teams or the adaptation of time cards in large type or braille are two such examples. Take care to introduce these

**Innovative Intervention**

sorts of changes in a diplomatic manner to avoid the onus of "trouble-making" or affording student-trainees the "special treatment" some co-workers find objectionable.

Solutions to communication problems will always be welcome. One particularly creative communication method deserves mention here.

*Alice, one of our higher-functioning students, was placed as a food preparer in a pizza establishment. Although profoundly deaf, Alice had some vision and fair to*

*good reading and writing skills. The kitchen in which she worked was extremely busy. Alice was well-motivated in her job and successfully kept up with the flow of work and the hectic ambience. Her competence did not go unnoticed by co-workers. One, in particular, wishing to compliment her, took a few hurried moments to scrawl "well done" in flour at Alice's work table while she was busy elsewhere. That friendly bit of support pleased her greatly. Soon, flour-writing became a major communication method between Alice and all her co-workers.*

### Providing Feedback to the Student

During the training period, it is the work site instructor's responsibility to provide feedback to the student on his or her progress. It is imperative that students be given *immediate* feedback on errors or inappropriate behaviors so that such will not be repeated. As the student becomes more and more proficient at his or her job, feedback can be limited to a routine mini-conference at the end of the day.

To assist you in monitoring student progress, you might utilize a *Work Skills Assessment* form such as that which Project ADVANCE employed. (See Figure 11, Appendix.) When used at reasonable intervals, the form will yield relevant data on a student's frequency of performance, level of assistance, and current status in work skills. This form can also be utilized to monitor progress of IEP objectives.

Another form, the *Task/Skill Analysis and Evaluation* (see Figure 12, Appendix), was used by Project ADVANCE to record student progress at more frequent intervals, especially during the initial training

period. These periodic check-ups permitted us to give *pertinent* feedback to students throughout the training process.

Project ADVANCE also trained observers to assist in formal data collection on student performance both before and during on-the-job training. The *Observation Schedule* used is presented in brief form in the Appendix. (See Figure 14.) Although this is a complicated and sometimes costly program element, we recommend its use as a definitive tool in measuring your students' development as well as the effectiveness of your training program.

Once the student is independent on the job and supervision has been assumed by company personnel, feedback will be much less frequent. Many supervisors neglect praising workers for jobs well done and limit feedback to negative criticism. Therefore, your student-trainees must be made aware that at the work site "no news is *usually* good news". Work site instructor feedback should then fade out gradually as the student-trainee's independence increases.

### Securing Feedback from the Employer and Co-Workers

Project ADVANCE developed a four-page *Work Evaluation* form (see Figure 13, Appendix) and distributed it periodically to employers and co-workers as a means of securing feedback on both the student's and program's progress. Although this seemed a natural method to do so, we ran into unexpected resistance from both groups. Some respondents complained of lack of time and, hence, their evaluations were not as thoughtful as we desired. In addition, several co-workers expressed reluctance in rating student-

trainees as poor for fear of hurting students' feelings or jeopardizing their placements. They may also have feared that criticism of the student-trainee would be interpreted as criticism of the work site instructor.

In order to inspire greater honesty in this regard, we suggest that evaluation procedures be authored by and directed to the work site *liaison* (see Phase I, Chapter I). Also, stress to employers and co-workers that your training program is successful only if the student-trainee

is exposed to *realistic* job appraisal. Their protection of a student-trainee, though

well-meant, can defeat the entire purpose of the work experience.

Some of the most significant decisions you will make during the life of your community-based vocational training program will concern the appropriate length of individual placements and the necessity for transfers and terminations.

Project ADVANCE placements generally lasted a minimum of six months although many were extended to nine months, a full academic year. While exposing students to a *variety* of job placements was an important project goal, longer singular placements had a number of benefits. For example, the longer a student is placed at any given work site, the greater his or her opportunity to establish a genuine credibility vis a vis job performance. Once an employer or supervisor perceives the student as a competent and strongly motivated worker, he or she is often eager to expand the student's responsibilities. The student is then able to learn new skills through additional job tasks within the same setting.

Project ADVANCE, however, was concerned primarily with training students to generalize and transfer work habits, attitudes, and behaviors from one job setting to another. Students also need to learn that just as the demands an employer will make upon them are different from those a school will make, those demands may change from employer to employer. For this reason, whenever staff and transportation resources allowed, we arranged for select students to work throughout the academic year at two work sites concurrently. This practice had the additional advantage of presenting students two vocational options.

In setting up such a system, you may experience resistance from students eager to remain at only one site for the entire year. They may have developed strong relationships with their co-workers and supervisors, appreciate the status associated with a particular work site, enjoy their work, or desire the security of working at one place. These factors will have to be judiciously weighed by program staff against the advantages variety of experience permits.

Other students may express extreme dislike of their jobs. Sometimes, this will be due to boredom felt soon after placement. However, learning to deal with and accept the daily/weekly routine inherent in *any* job is a vital work-related behavior and transfers or terminations of placements should not occur on the basis of student boredom alone. If other, more germane reasons exist for a student's disenchantment with his or her placement, he or she should be made to understand that termination may result in a period of unemployment and that he or she will have to become actively involved in seeking an alternate placement.

Terminations will also be necessary if a student is not able to meet expected production rates within the three month training period due to lack of attention, inappropriate behaviors, or the need for consistent, close supervision. Or, the student may not be able to fulfill the job requirements due to specific auditory or visual impairments. In all cases, do make every effort to find a more suitable placement.

Termination can be a traumatic experience for the student and care should be taken to soften the blow and transform a potentially negative experience into a positive learning one, insofar as such is possible. Before termination takes place, arrange a meeting between the supervisor, the employer if he or she is available, and the student-trainee. The work site instructor or liaison should moderate at this meeting to make sure that the student knows termination is the decision of the employer, not the program. Group meetings further help to allay whatever guilt feelings the employer may harbor for having "failed" the student. Be aware that employers will become emotionally involved with the success of your program and students. Their vested interest in you should be responded to with respect and consideration.

*Remember:* Program staff may well share a student's ennui at the work site. Project ADVANCE work site instructors reported boredom as second only to transportation difficulties in the program's "headache" department. Boredom is

## Timing, Transfers, and Termination

clearly present during the fade-out stage of the training process when the instructor's responsibilities become chiefly that of observer. There seems to be little one can do to alleviate this problem. Bringing paperwork to the work site may not be possible if space is limited. A

thoughtful administrator will, therefore, balance vocational staff's off-campus work with on-campus activities especially as the school year wears on and more student-trainees become independent on the job.

```
graph TD; A[Activate coordination of services with rehabilitation/educational agencies:  
a. vocational placement  
b. residential placement] --> B[Student Graduates  
a. full-time vocational placement  
b. residential placement]; B --> C[Follow-up and support by rehabilitation agency];
```

Activate coordination of services with rehabilitation/educational agencies:  
a. vocational placement  
b. residential placement

Student Graduates  
a. full-time vocational placement  
b. residential placement

Follow-up and support by rehabilitation agency

## CHAPTER I: When and How To Fade Out

### Conditions for Fade-Out

Two conditions must exist before fade-out of the work site instructor's presence can occur:

- that the student is capable of independent job performance; and
- that the student, company supervisor, and co-workers have established an acceptable form of communication/interaction.

If these criteria are met, the work site instructor should first set up a meeting with the company supervisor and the student (see previous chapter, Phase II). Inform them that, in your opinion, the time has come for a transfer of supervisory duties from program staff to the employer's. You may then begin to reduce the amount of time spent on-site. This will, of course, vary from placement to placement. You may opt to return for one hour of a four-hour placement or you may decide to totally remove yourself from the site.

### The Vital Importance of Follow-Up

After your student-trainees have become independent at the work site, they will continue to need your support in the form of follow-up. Inevitably, there will be occasional misunderstandings, work performance problems, or important changes in policies or personnel with which the deaf-blind student and his or her employer will need assistance. Changes in the job description may necessitate your re-entry into the work site for the purpose of additional job task training. If new behavior problems develop, you will want to intervene as soon as possible before they proliferate and jeopardize the student's placement. For example:

*Anne, a young woman working at a fast-food restaurant, had learned a great deal during her training period. She executed her job tasks well and had been instructed to smile and greet her co-workers before and after work. For seven months, things went smoothly. Then, Ann's*

Be sure to inform co-workers that you will be withdrawing your supervision as well. Concerned co-workers sometimes approached Project ADVANCE staff during fade-out and accused them of slacking off and failing their student-trainees. We were obliged to remind them that our objective was to help the student become as independent as possible.

Once fade-out, however gradual, has taken place, the instructor's role shifts to that of advocate. One does not simply abandon the student to the employer's whim. At this point, wage negotiations may be necessary, a follow-up method and schedule must be established, and fade-in of the rehabilitation liason should be attempted if the student is nearing graduation from the program (see next chapter).

*schedule changed from the morning to the noontime shift.*

*Shortly thereafter, Anne's work site instructor was told by her supervisor that Anne was continuing to greet people who were now in the middle of a lunch-time "rush" and who therefore did not have time to socialize with her.*

*The work site instructor returned to the restaurant for a brief time to help Anne adapt her 'greeting routine' to suit the new conditions. In short order, so to speak, Anne was once again on the right track in relating to her co-workers.*

Be sure to keep your follow-up and support services regulated. When fade-out begins, set up a schedule of contacts with the company supervisor. Contact can be in the form of routine phone-calls, meetings with the supervisor, or on-site visits. Once or twice a month will not prove too frequent for such "check-ups".

### Employer/Co-Worker Recognition

Imagine: it is the end of the school year. You have worked hard at implementing a community-based vocational training program. You are proud that a large number of your placements have been successful. All along the way, you have

been energetic in seeing that your students have received consistent positive reinforcement for their efforts and you continued to do so during the final stages of follow-up.

It would be both bad manners and foolhardy not to extend that same positive reinforcement to the employers, supervisors, and co-workers who have dealt with your students on a day-to-day basis throughout the year. As part of your follow-up services, it is a good idea to standardize a few methods of expressing gratitude to these instrumental persons.

Project ADVANCE utilized several techniques to praise and thank the employers and co-workers whose positive attitudes, support, patience, and commitment proved critical factors in the successful resolution of our placements. To wit:

- verbal praise and thanks, including recognition of individual co-worker or supervisor efforts;
- written letters from teachers at the end of the academic year to both co-workers and supervisors as well as to the employer;
- Christmas cards;
- presentation of Certificate of Appreciation plaques (see Figure 15, Appendix) designed for permanent display at the workplace after the first year of employer involvement;
- presentation of large printed cards (see Figure 16, Appendix) suitable for framing which acknowledge an employ-

Laying the groundwork for the transition of responsibility for vocational placement from the student's educational program to his or her future rehabilitation agency can be a frustrating process. If, as suggested elsewhere, the rehabilitation liaison has been informed of and involved in the student's training program for several years, this will be somewhat easier.

In addition to soliciting the rehabilitation liaison's attendance at annual IEP meetings, Project ADVANCE mailed resumes (see Figure 17, Appendix) to appropriate personnel describing the student's on-campus prevocational training as well as his or her on-the-job experiences. These resumes were most effective in generating the interest of rehabilitation agencies. We received a tremendous number of phone calls and letters in response to them and were able to intensify that interest by arranging

er's involvement and cooperation beyond one year;

- submission of photos and news releases describing an employer's participation in the program to the media (i.e., newspapers and television); and
- submission of newsletter articles describing an employer's efforts followed by the mailing of newsletter copies to the work site.

Plaque presentations were made at a party given by the program for employers and co-workers at the end of the first project year. Participants from different work sites enjoyed meeting and interacting with each other. Experiences were shared and the extra-program life of students was made more familiar to their employers and co-workers, with the result that persistent gaps in their understanding of the students' day-to-day environment were filled.

*Remember:* Whatever methods you choose to thank participants in your program, the informal and formal gratitude you express will help to strengthen the relationships between your students and their co-workers, promote a good public service image for the employer in his or her community, and increase an employer's commitment to both your program and to hiring the disabled.

on-site visits for receptive agencies.

Most rehabilitation agencies are burdened by high client caseloads and limited funding. Whenever possible, therefore, it is desirable that you work *closely* with the rehabilitation liaison during the six months prior to a student's graduation in securing permanent employment and housing for him or her. You will be best able to advise rehabilitation personnel on what types of support services a student will require at home and on-the-job and on what type of placement he or she is most suited for. Ideally, both residential and vocational placements should be established *before* the student's graduation. If such is the case, you will be able to provide the kind of transitional training and support services rehabilitation agencies are unlikely to have available. Our experience reported below demonstrates this point nicely:

## CHAPTER II: Advocating for the Future

### Coordinating the Services of Rehabilitation and Educational Agencies

*During his last year at school, Bob worked 15 hours per week as a food preparer at a soup and salad restaurant near the school. Bob was considered an excellent employee by both his co-workers and supervisor. His employer was willing to hire him full-time upon his graduation. Because Bob was an out-of-state student, it was necessary to locate housing before he could accept the job.*

*Through early and intensive coordination between educational staff and Bob's*

*state rehabilitation agency, a supported apartment residence was found. Public transportation to the job was available nearby. However, Bob was accustomed to travelling to work by taxi. The school's mobility teacher then stepped in to provide him the minimal training in bus travel he required.*

*Bob is now a full-time employee of the restaurant.*

### **A Few Final Words of Encouragement**

Project ADVANCE is aware that our population of students at Perkins School does not fit the traditional rehabilitation model in terms of training needs and eligibility. Nor do our goals for establishing a variety of job training alternatives for the deaf-blind multi-handicapped fit standard expectations. However, in the past few years we have learned that there are many more work options for this population than had previously been thought. With com-

prehensive training, support, and follow-up, deaf-blind persons can indeed function productively and safely in a variety of work environments.

It is *imperative* that we make an early investment in the vocational education and training of the deaf-blind adolescent. The skills we provide him or her will increase the likelihood for the least restrictive type of vocational placement and will facilitate his or her successful transition into the world of work.

---

# BIBLIOGRAPHY

Project ADVANCE recommends the following resources for supplemental information on the implementation of a community-based vocational training program for deaf-blind youth. If you require additional assistance, please contact the Deaf-Blind Program at Perkins School for the Blind, Watertown, MA.

Albright, L., *The Identification and Assessment System*. Champaign, Illinois: Bureau of Educational Research, University of Illinois at Urbana-Champaign, 1980.

Birge, B., Majors, M., and Walker, L., *Skill Tasks*. Watertown, Massachusetts: New England Regional Center for Services to Deaf-Blind Children, 1978.

Corthell, D. W., and Boone, L., *Marketing: An Approach to Placement*. Menomonie, Wisconsin: Research and Training Center, Stout Vocational Rehabilitation Institute, University of Wisconsin, 1982.

Gold, M. and Associates, Inc., *Try 50 Ways, The Joy of Training*. Austin, Texas: Marc Gold and Associates, Inc., 1981.

Gold, M.W., *Try Another Way Training Manual*. Champaign, Illinois: Research Press, 1980.

Goros, D. L., "From Classroom to Community:" A Working Future for Deaf-Blind Youth." *Blindness 1982-83, AAWB Annual*, 36-39.

Government Data Publications, *Government Production Prime Contractors Directory*. Washington, D.C.: Government Data Publications, 1983.

Hall, G.D., *Directory of Massachusetts Manufacturers 1980-81*. Boston, Massachusetts: George D. Hall Company, Publishers, 1980.

Hill, J. W., Wehman, P., and Pietruski, W. W., *Vocational Skill Instructional Guide for Severely Handicapped Youth*. Richmond, Virginia: Virginia Commonwealth University, 1982.

Horner, R. H., and Bellamy, G. T. (eds.), *Habilitation of Severely and Profoundly Retarded Adults: Volume III*. Eugene, Oregon: Specialized Training Program and Rehabilitation Research and Training Center in Mental Retardation, University of Oregon, 1980.

Mechetti, B. M., Rusch, F. R., and Owens, D. M., "Assessing the Vocational Training Needs of Mentally Retarded Adults." To appear in Johnny L. Matson and Stephen E. Breuning (eds.), *Assessing the Mentally Retarded*. New York: Grune and Stratton, in press.

Patton, P. L., *Procedings and Resource Guide: Vocational Rehabilitation of the Deaf-Blind Individual*. San Diego: San Diego State University Rehabilitation Center, 1980.

Sterling, R. W., "Placement: A Management View." *Affiliation Network News*, Helen Keller National Center for Deaf-Blind Youths and Adults, 1982, 1(4), 12-15.

Sterling, R. W., "Placement: A Management View." *Affiliation Network News*, Helen Keller National Center for Deaf-Blind Youths and Adults, 1983, 2(1), 8-9.

U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook, 1982-83 Edition*, Bulletin 2200. Washington, D.C., 1982.

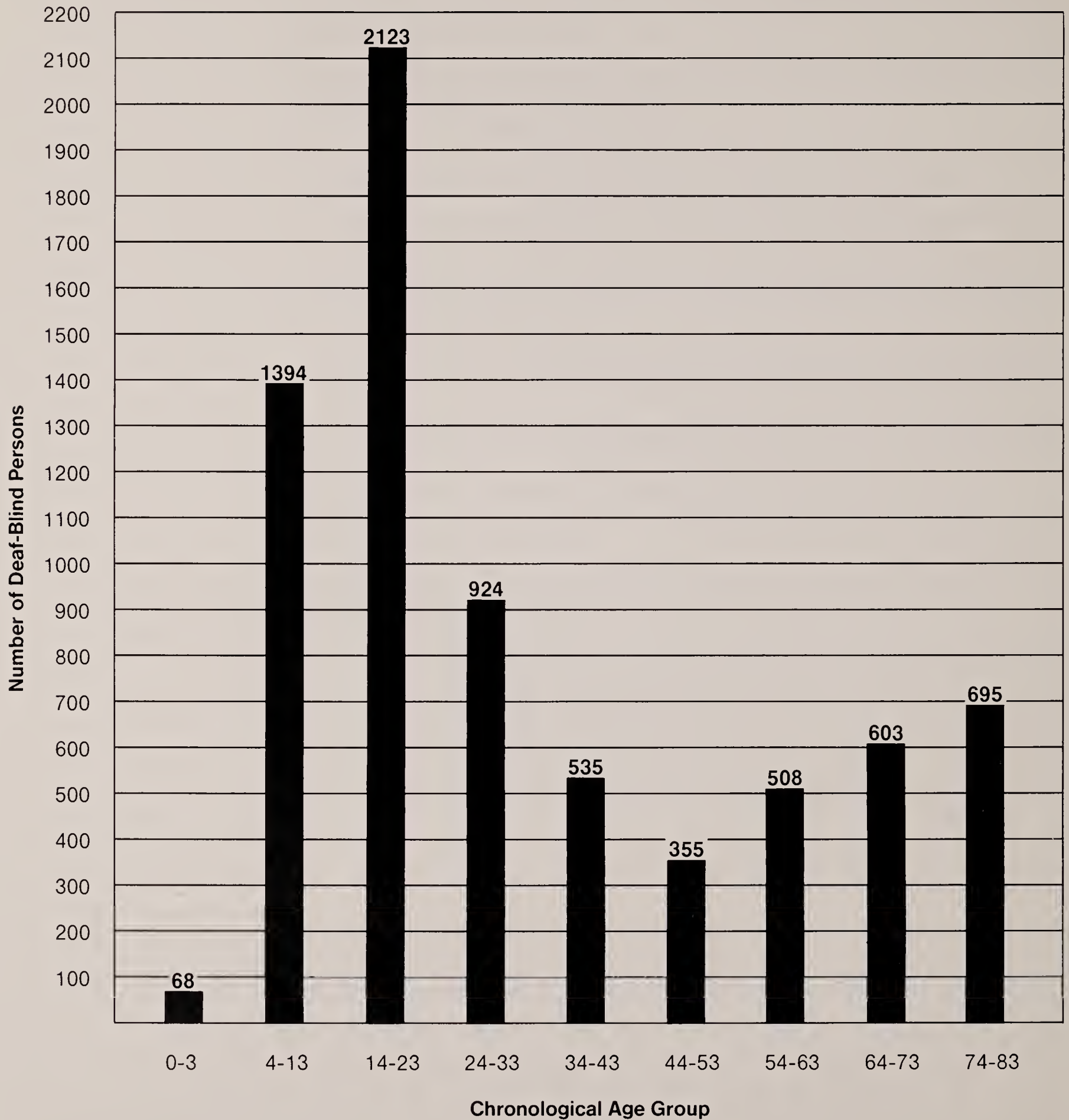
U.S. Department of Labor, Employment and Training Administration, *Dictionary of Occupational Titles, Fourth Edition*. Washington, D.C., 1977.

- U.S. Department of Labor, Employment and Training Administration, *Sheltered Workshop Study: A Nationwide Report on Sheltered Workshops and Their Employment of Handicapped Individuals*. Washington, D.C., March 1979.
- U.S. Department of Labor, Manpower Administration, *Handbook for Analyzing Jobs*. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute, 1972.
- U.S. Department of Labor, Wage and Hour Division, *Child Labor Requirements in Agricultural Occupations Under the Fair Labor Standards Act*, Child Labor Bulletin No. 102. Washington, D.C., 1978.
- U.S. Department of Labor, Wage and Hour Division, *Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act*, Child Labor Bulletin No. 101. Washington, D.C., 1978.
- U.S. Department of Labor, Wage and Hour Division, *Employment Relationship Under the Fair Labor Standards Act*, WH Publication 1297. Washington, D.C., 1980.
- U.S. Department of Labor, Wage and Hour Division, *Handy Reference Guide to the Fair Labor Standards Act*, WH Publication 1282. Washington, D.C., 1981.
- U.S. Department of Labor, Wage and Hour Division, *Regulations, Part 524: Special Minimum Wages for Handicapped Workers in Competitive Employment*, WH Publication 1316. Washington, D.C., 1978.
- U.S. Department of Labor, Wage and Hour Division, *Regulations, Part 525: Employment of Handicapped Clients in Sheltered Workshops*, WH Publication 1249. Washington, D.C., 1979.
- Wheman, P., *Competitive Employment: New Horizons for Severely Disabled Individuals*. Baltimore, Maryland: Paul H. Brookes, Publishers, 1981.
- Wheman, P. and Hill, M. (eds.), *Vocational Training and Placement of Severely Disabled Persons, Project Employability—Volume II*. Richmond, Virginia: Virginia Commonwealth University, 1980.
- Wehman, P. and Hill, M. (eds.), *Vocational Training and Placement of Severely Disabled Persons, Project Employability—Volume III*. Richmond, Virginia: Virginia Commonwealth University, 1982.
- Wehman, P. and McLaughlin, P. J., *Vocational Curriculum for Developmentally Disabled Persons*. Baltimore, Maryland: University Park Press, 1980.
- Wehman, P. and McLaughlin, P. J., *Vocational Curriculum for Severely Disabled Persons*. Baltimore, Maryland: University Park Press, 1980.
- Wolf, E.G. (ed.), *Proceedings: "The 1980's Partnerships in Planning for Progress," Delivery of Services to Deaf-Blind Persons*. Boston, Massachusetts, 1980.

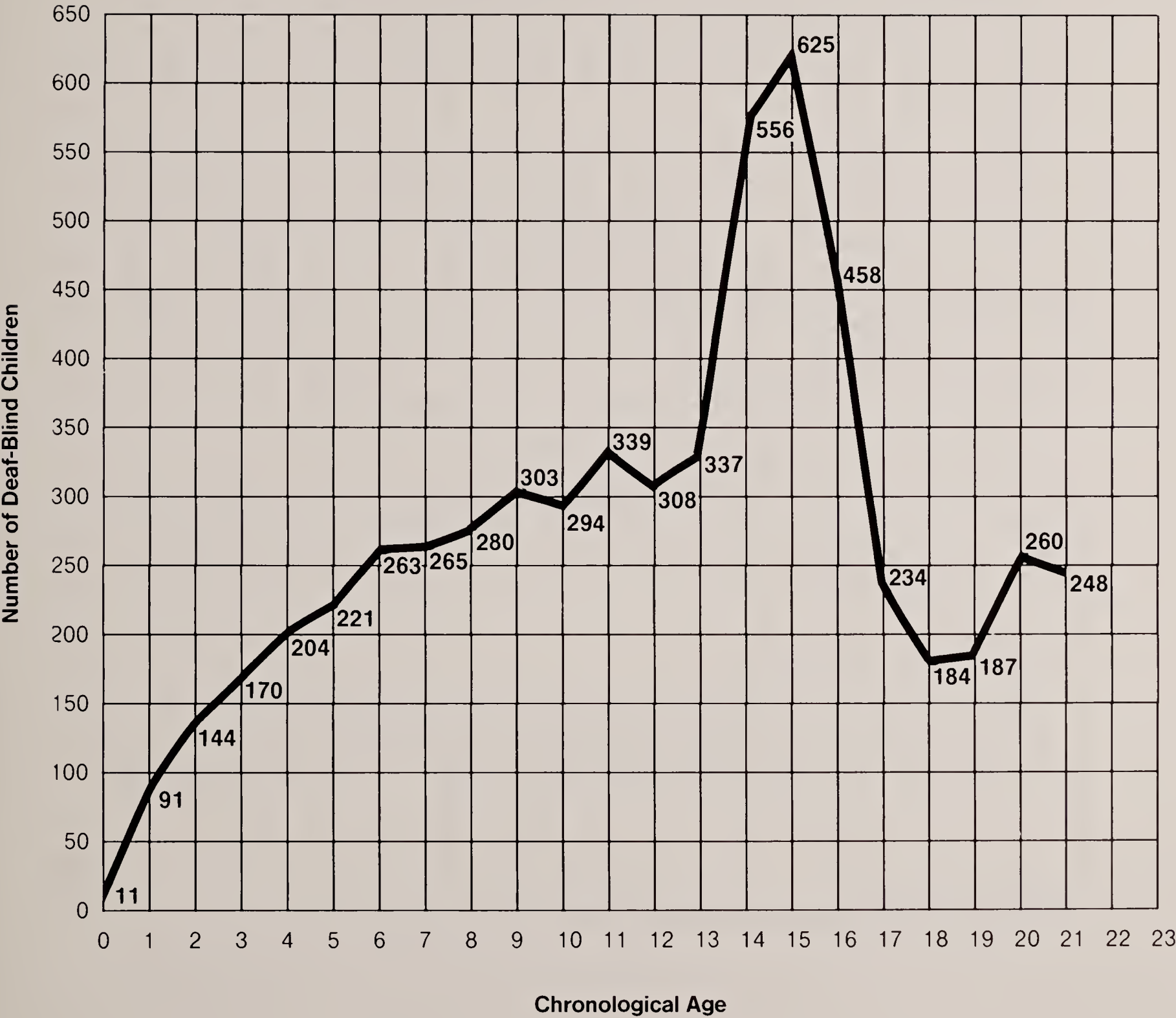
---

# APPENDIX

# Age Distribution of Deaf-Blind Persons in the United States



Age Distribution of Total Number  
of Deaf-Blind Children Served  
February 1980



SOURCE: Dantona, R. Demographic Data for Planning of Services for Deaf-Blind Persons: Implications for Special Education and Rehabilitation. In Wolf, E.G. (ed.), Proceedings, "The 1980's Partnerships in Planning for Progress." New York Institute for the Education of the Blind, June 21-23, 1980.

OMB No. 1215-0005  
(004-R-0355)U.S. DEPARTMENT OF LABOR  
EMPLOYMENT STANDARDS ADMINISTRATION  
WAGE AND HOUR DIVISIONJohn Fitzgerald Kennedy Federal Building  
Government Center  
Boston, Massachusetts 02203**APPLICATION FOR  
SPECIAL WORKER CERTIFICATE**

## FOR AGENCY USE ONLY

AGE ☐ ORIGINAL ☐  
OTHER ☐ RENEWAL ☐  
DENIED ☐

RATE FROM TO

**INSTRUCTIONS: ALL ITEMS SHOULD BE COMPLETED.**

- a. This is an APPLICATION FORM ONLY (not a permit or certificate) used in applying for a subminimum wage certificate for a worker under the Fair Labor Standards Act (FLSA), Walsh-Healey Public Contracts Act, and Service Contract Act (SCA). If the worker will be employed on an SCA contract of more than \$2,500, supply on a separate sheet of paper attached to this application: Name of prime contractor, contract number, dates of award and expiration, amount of the contract, applicable SCA wage determinations (including fringe benefits), type of service to be performed, and governmental agency name and location for which the service contract will be performed.
- b. Four copies of this form are to be completed and then signed by both the employer and the worker. The employer should send the original and one copy of the completed form to the address shown above, give a copy to the worker, and keep one for his/her own files.
- c. This report is authorized by Sec. 14(c) of the FLSA. Completion of the form is voluntary. However, failure to provide the information will result in the non-issuance of a certificate. The disability and medical information furnished will be kept confidential.

**SEC. I. INFORMATION ABOUT EMPLOYER**

|                                                                                                                                                                         |                                                                                    |                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------|
| 1. Name of firm<br>Bob's Bakery                                                                                                                                         | School: Perkins School f/t Blind<br>175 North Beacon Street<br>Watertown, MA 02172 | 2. Date of application<br>9/15/82 |
| 3. (a) Address including ZIP Code, of establishment where worker will be employed<br>82 Chestnut Street<br>Quincy, MA 02169                                             | 3. (b) Area Code and Telephone Number<br>(617) 773-4200                            |                                   |
| 4. (a) Type of business <u>Wholesale/Retail Bakery</u><br>(Examples: retailing, wholesaling, manufacturing, processing, miscellaneous business services, etc.)          |                                                                                    |                                   |
| (b) Type of products or services <u>Cakes, Cookies, Pastries, Baked Goods</u><br>(Examples: men's and boys' clothing, seafood, hosiery, cigars, mail advertising, etc.) |                                                                                    |                                   |

**SEC. II. INFORMATION ABOUT WORKER**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                  |                                  |                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------|-----------------------------|
| 5. Name of worker<br>Mr.<br>Mrs. (See Attached List of Workers)<br>Miss                                                                                                                                                                                                                                                                                                                                                                                                      | 6. Date of birth | 7. How long employed<br>by firm? | 8. How long at present job? |
| 9. Home address, including ZIP Code, of worker                                                                                                                                                                                                                                                                                                                                                                                                                               |                  |                                  |                             |
| 10. Amount firm proposes to guarantee worker in:<br>(a) Cash ..... per hour<br>(b) Reasonable cost of lodging board or other facilities, if furnished ..... per hour (See Reg., 29 CFR Part 531)<br>(c) How long has proposed rate been in effect for this worker? .....                                                                                                                                                                                                     |                  |                                  |                             |
| 11. Occupation in which worker is to be employed (Describe if job title is not self-explanatory)                                                                                                                                                                                                                                                                                                                                                                             |                  |                                  |                             |
| 12. Nature of worker's disability:<br>(a) Describe in FULL. (Do not use vague statements, such as "nervous," "slow," etc.)<br><br>(See Attached List of Workers)<br><br>(b) Obvious <input type="checkbox"/> Not obvious <input type="checkbox"/> (Check one.) (If disability is not obvious, Section V of this application, Report of Medical Examination, should be completed by a licensed physician. For a renewal application, complete Section V only when requested.) |                  |                                  |                             |

(OVER — THE REVERSE SIDE OF THIS FORM MUST BE COMPLETED)

Form WH-222 (Rev. Jan. 1981)

### SEC. III. INFORMATION ABOUT EARNINGS

**NOTE:** The Information requested below must be properly completed to determine the certificate rate. Action cannot be taken on this application unless all the requested information is furnished.

13. (a) **REGULAR** employees in establishment during most recent week doing same type of work as described under item 11.

| (1)<br>NUMBER OF SUCH EMPLOYEES<br>(If none, so state) | (2)<br>STRAIGHT-TIME AVERAGE<br>HOURLY EARNING<br>(Excluding make-up) |            | (3)<br>NUMBER PAID MAKE-UP TO<br>EQUAL STATUTORY MINIMUM<br>(If none, so state) | (4)<br>AVERAGE MAKE-UP PER HOUR<br>(Divide total make-up by total<br>hours worked by employees<br>paid make-up) |
|--------------------------------------------------------|-----------------------------------------------------------------------|------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
|                                                        | Time work                                                             | Piece work |                                                                                 |                                                                                                                 |
|                                                        |                                                                       |            |                                                                                 |                                                                                                                 |

(b) If the make-up paid reported in 13(a)(3) and 13(a)(4) above is the result of unusual circumstances explain.

14. Special worker's earnings for most recent 4 weeks he or she worked for the employer.

| (a)<br>WEEK ENDING<br>(Date) | (b)<br>HOURS<br>WORKED<br>(Total<br>for<br>week) | (c)<br>STRAIGHT-TIME<br>AVERAGE HOURLY EARNINGS<br>(Excluding make-up) |            | (d)<br>MAKE-UP PAY<br>(Total for week<br>added to equal<br>authorized minimum.<br>If, none, so state.) | (e)<br>OVERTIME PAY<br>(Total paid for<br>week over and<br>above straight-<br>time earnings) | (f)<br>WEEKLY EARNINGS<br>(Total gross earnings<br>for week.) |
|------------------------------|--------------------------------------------------|------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------|
|                              |                                                  | Time work                                                              | Piece work |                                                                                                        |                                                                                              |                                                               |
|                              |                                                  |                                                                        |            |                                                                                                        |                                                                                              |                                                               |
|                              |                                                  |                                                                        |            |                                                                                                        |                                                                                              |                                                               |
|                              |                                                  |                                                                        |            |                                                                                                        |                                                                                              |                                                               |
|                              |                                                  |                                                                        |            |                                                                                                        |                                                                                              |                                                               |

15. If worker has been employed during the above 4 weeks in an occupation other than that described in Item 11, specify occupation.

### SEC. IV. SIGNATURES OF EMPLOYER AND SPECIAL WORKER

16. I certify that to the best of my knowledge and belief, all statements are true and accurate.

Signature of employer or authorized official

*Bob Robinson*

Print or type name and official title

Bob Robinson, Owner/Manager

17. I have read the statements in this application and ask that the requested certificates be granted.

Signature of special worker (If worker cannot write, signature may be made by mark (X) and witnessed by another person.)

(See Attached List of Workers)

18. Witness (Required ONLY if worker's signature is made by mark (X).)

Signature of witness.

SEC. V. REPORT OF MEDICAL EXAMINATION

This report is requested in connection with an application for a certificate authorizing the employment of the individual named in this application at a subminimum wage under a federal minimum wage law(s). A certificate will be granted only if the disability is handicapping for the work to be performed. Only a licensed physician may complete this section.

THE U.S. GOVERNMENT DOES NOT PAY FOR THIS EXAMINATION.

19. How and to what extent does the disability affect the applicant's ability to perform the type of work listed in item 11?

20. What is the prognosis?

21. Name and address, including ZIP Code, of examining physician (Print or type).

22. Physician's Signature

23. Date

Comments (Use space if needed)

## LIST OF WORKERS

Additional Information

| Name           | Address                                                            | Date of Birth | Disability                                                     | Expected Date of Graduation | Wage Rate                            |
|----------------|--------------------------------------------------------------------|---------------|----------------------------------------------------------------|-----------------------------|--------------------------------------|
| Irene Smith    | Perkins School for the Blind<br>175 N. Beacon St.<br>Watertown, MA | 12/5/63       | legally blind,<br>hearing impaired,<br>developmentally delayed | June 1986                   | 30% of \$3.35/hour<br>or \$1.01/hour |
| Stephen Rogers | same as above                                                      | 11/24/64      | legally blind,<br>hearing impaired,<br>developmentally delayed | June 1987                   | 70% of \$3.35/hour<br>or \$2.35/hour |
| David Harris   | same as above                                                      | 12/8/64       | legally blind<br>hearing impaired,<br>developmentally delayed  | June 1987                   | 40% of \$3.35/hour<br>or \$1.34/hour |

Irene Smith

Stephen Rogers

David Harris

## Employment Placement Analysis

project

**ADVANCE**

Perkins School for the Blind  
 175 North Beacon Street  
 Watertown, Massachusetts 02172

Date \_\_\_\_\_

Name of Business/Employer \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Nature of Business \_\_\_\_\_

Contact(s)/Position(s) \_\_\_\_\_

Total Number Employees \_\_\_\_\_

Average Length of Employment \_\_\_\_\_

Number of Handicapped Employees \_\_\_\_\_

Type of Disabilities \_\_\_\_\_

Job Title \_\_\_\_\_

Job Description \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## I. Student Related Factors

High

Low

A. Visual Skills

\_\_\_\_\_

\_\_\_\_\_

B. Auditory Skills

\_\_\_\_\_

\_\_\_\_\_

C. Gross Motor Skills

\_\_\_\_\_

\_\_\_\_\_

D. Fine Motor Skills

\_\_\_\_\_

\_\_\_\_\_

E. Communication Skills

\_\_\_\_\_

\_\_\_\_\_

F. Comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## II. Employment Site Factors

## A. Mobility

1. Distance from Perkins \_\_\_\_\_
2. Transportation Available \_\_\_\_\_
3. Stationary Objects \_\_\_\_\_
4. Portable Objects \_\_\_\_\_
5. Erratic Movement  
    A. High \_\_\_\_\_  
    B. Low \_\_\_\_\_
6. Location of Bathrooms \_\_\_\_\_
7. Stairs/Elevator \_\_\_\_\_
8. Narrow/Crowded Areas \_\_\_\_\_

## B. Working Conditions

1. Indoors/Outdoors \_\_\_\_\_
2. Extreme Temperatures \_\_\_\_\_
3. Temperature Changes \_\_\_\_\_
4. Damp \_\_\_\_\_
5. Noise Level  
    A. High \_\_\_\_\_  
    B. Low \_\_\_\_\_
6. Workspace  
    A. Isolated \_\_\_\_\_  
    B. Group \_\_\_\_\_
7. Lighting  
    A. Bright \_\_\_\_\_  
    B. Dim \_\_\_\_\_  
    C. Adequate \_\_\_\_\_  
    D. Flourescent \_\_\_\_\_
8. Distinctive Odors \_\_\_\_\_

## C. Physical Demands

1. Sit (chair/stool)
2. Stand
3. Walking
4. Kneeling
5. Stooping/Bending
6. Lifting (light/heavy)
7. Stair climbing

---

---

---

---

---

---

---

## D. Scheduling

1. Break by self/others
2. Punch in/out
3. Self-monitor lunch
4. Vending machine use
5. Coffee machine use

---

---

---

---

---

## III. Job Related Factors

## A. Flow of work

1. Self-contained
2. Person-to-person
3. Station-to-station

---

---

---

## B. Interactional Skills

- A. Low
- B. Moderate
- C. High

---

---

---

## C. Appearance &amp; Hygiene

1. Clothing requirements
2. Shoes/stockings
3. Hairnets/hair tied back

---

---

---

## D. Tools/machines used

---

---

---

## E. Safety Procedures

1. Safety clothing
2. Rules
3. Safety equipment/devices
4. Exit/escape procedure

---

---

---

---

## F. Stress Factors

1. Accuracy required
2. Work (light/heavy)
3. Work (consistent/varied)

---

---

---

Stanford-Binet Intelligence Scale (Perkins)  
 Wechsler Adult Intelligence Scale  
 Wechsler Intelligence Scale for Children - Revised  
 Haptic Intelligence Scale for Adult Blind  
 Leiter International Performance Scale  
 Blind - Learning Aptitude Test  
 McCarthy Scale of Children's Ability  
 Cattell Infant Intelligence Scale  
 Bayley Scales of Infant Development  
 Illinois Test of Psycholinguistic Abilities  
 Hiskey-Nebraska Completion of Drawings  
 Bender Visual Motor Gestalt Test  
 Columbia Mental Maturity Scale  
 Stanford Achievement Tests  
 Wide Range Achievement Test  
 Peabody Individual Achievement Test  
 Peabody Picture Vocabulary Test  
 Vineland Social Maturity Scale  
 Human Figure Drawings (DAP, KFD, H-I-P)  
 Thematic Apperception Test  
 Tasks of Emotional Development  
 Sentence and Story Completion Tests  
 Rorschach Ink Blots  
 Geist Picture Interest Inventory  
 Pennsylvania Bi-Manual Work Sample  
 Bennett Hand Tool Dexterity Test  
 Minnesota Rate of Manipulation Test  
 Prevocational Assessment/Curriculum Guide  
 Vocational Assessment/Curriculum Guide

## Entrance Criteria

project **ADVANCE**

January 1983

AGE: 16

**Health and  
Self-Care  
Skills:**

- Good overall health
- Toilet trained
- Independently feeds self
- Maintains cleanliness and appropriate dress
- Maintains appropriate health-related hygiene (i.e., covers mouth when coughing, uses kleenex, etc.)

**Evacuation &  
Safety:**

- Maintains awareness/responds appropriately to general safety procedures
- Responds appropriately to and participates in emergency evacuation procedures

**Mobility:**

- Ambulatory (with cane or trails wall) or accepts sighted guide
- Locates restrooms independently
- Travels to and from job setting (or is able to be transported/board transportation)

**Interpersonal/  
Social Skills:**

- Responds appropriately to behavior management program or maintains appropriate behavior with minimal supervision
- No recent history of aggressive, self-abusive or tantrum behavior
- Responds appropriately to instruction

**Communication  
Skills:**

- Expresses basic needs (i.e., toilet, sick, hungry, etc.)
- Responds to or tolerates alternative modes of communication

**Stamina:**

- Able to work up to 90 minutes without a break
- Able to sit or stand in one area for up to 90 minutes
- Able to remain at work site for at least 2 hours

**Work Skills:**

- Has had prior pre-vocational training (particularly work activities) with outside classroom staff
- Has had food service evaluation
- Understands concept of starting and completing a task
- Accepts training and supervision from job supervisor/co-worker
- Responds appropriately to change in task, schedule or routine
- Able to meet employer expectations for speed and accuracy (production) specific to job placement

Parent Survey

project **ADVANCE**

I. Would you like your son or daughter to work at some point in the future?

- ☐ **A.** yes  
(if yes, please answer #1, 2 and 3 below)
 ☐ **B.** not sure  
(please answer #1, 2, 3 and 4 below)
 ☐ **C.** no  
(if no, please answer #4 below)

1. At what point do you feel it is most valuable and appropriate for your son/daughter to begin job or work-related training?

- ☐ **a.** as part of the Perkins School program
 ☐ **b.** after graduation from Perkins

2. What type of work environment do you feel is most appropriate for your son/daughter after proper training?

- ☐ **a.** work activities or sheltered workshop
 ☐ **c.** not sure/need more information  
☐ **b.** competitive employment  
(employment in the community)

3. What type of work hours do you consider most appropriate for your son/daughter after proper training?

- ☐ **a.** full time
 ☐ **b.** part time
 ☐ **c.** either

4. Which of the following statements *best* expresses your feelings about employment for your son/daughter?

- ☐ **a.** (s)he is too severely handicapped to ever hold a job
 ☐ **e.** I would not want him/her to lose any government benefits and assistance (s)he currently receives  
☐ **b.** transportation to and from the job is too much of a problem
 ☐ **f.** other (please specify):  
☐ **c.** I would always worry about his/her safety  
☐ **d.** I would always be concerned about how (s)he was treated by others at work

II. Do you like the idea of your son/daughter participating in a vocational training program for deaf-blind students at Perkins?

- ☐ **A.** yes  
(if yes, please answer #1 and 2 below)
 ☐ **B.** not sure/need more information  
(please answer #1, 2 and 3 below)
 ☐ **C.** no  
(if no, please answer #3 below)

1. What types of job training do you think would be most appropriate and beneficial for your child?

- ☐ **a.** on-the-job training at actual work sites in the community
 ☐ **c.** subcontract work in a work activities center or sheltered workshop  
☐ **b.** job training through work placements on the Perkins campus

2. Which of the following factors do you consider most beneficial if your son/daughter obtained employment? (Please rank the items from 1 to 6, with 1 being most beneficial)

- ☐ **a.** potential job satisfaction for my son/daughter
 ☐ **e.** greater freedom for myself and/or my family  
☐ **b.** additional income
 ☐ **f.** other (please specify):  
☐ **c.** opportunity for my son/daughter to experience increased social interaction  
☐ **d.** opportunity for my son/daughter to experience a greater sense of independence and self-satisfaction

3. Which of the following statements *best* expresses your feelings about vocational training for the deaf-blind students at Perkins?

- ☐ **a.** it is not an appropriate program for the Perkins setting
 ☐ **c.** since my son/daughter is not going to work, I would prefer the Perkins program concentrate on other areas of training  
☐ **b.** very few, if any, of the deaf-blind students would benefit from this training
 ☐ **d.** other (please specify):

III. Which of the following possible concerns do you consider most important to the employment of a deaf-blind student? (Please rank the items 1 to 7 with 1 being of most concern)

- |                                                         |                                                              |
|---------------------------------------------------------|--------------------------------------------------------------|
| ____ a. quality of training for a particular job        | ____ e. mistreatment or negative attitudes by others at work |
| ____ b. availability of appropriate or suitable jobs    | ____ f. possible frustration experienced by the student      |
| ____ c. transportation arrangements to and from the job | ____ g. possible loss of government benefits                 |
| ____ d. safety of the student                           |                                                              |

IV. Please tell us in your own words what kinds of expectations you have for your child when (s)he reaches the age of 22:

V. In what ways can parents of deaf-blind children assist their child to meet such expectations?

VI. Any additional comments or suggestions:

Thank you.

## RULES FOR WORK

---

### **Transportation**

1. You must meet in the lobby of the Howe Building on time.

### **Sick Days or Vacation Days**

2. If you are sick ask your child care worker, houseparent, or teacher to call the switchboard in the Howe Building and tell the switchboard operator you will not be at work because you are sick.
3. You are allowed 3 sick days a year.
4. If you know you will not be at work because of a medical appointment, let your work teacher know in advance.
5. If you have a school vacation, write a note to the boss 2 weeks before the vacation and give it to your work teacher and/or boss.

### **Personal Appearance**

6. No gum chewing while working.
7. Use the bathroom during break time and/or lunch time, not work time.
8. Come to work with a clean overall appearance:
  - nails trimmed
  - clean combed hair
  - no body odor
9. Use a kleenex or handkerchief when sneezing/coughing to cover your nose/mouth.

---

10. Wash your hands before beginning work, after toileting, after sneezing or when your hands are dirty.

### **Personal Conduct**

11. No stealing.

12. Do not bring any toys, games or other non-work things to work.

### **Paycheck Stub**

13. Bring your paycheck stub to the Project ADVANCE office after you get your paycheck.

### **Problems at Work**

14. If you are having any problems at work, talk to your work teacher and/or supervisor.

15. A good worker is a happy worker.

I understand the rules and I will follow the rules.

Signed \_\_\_\_\_

**DOMAINS OF WORK-RELATED BEHAVIORS**

- A. Punctuality**
- B. Use of Time Clock**
- C. Task Approach/Completion**
- D. Attention Span**
- E. Task/Skill Acquisition**
- F. Quality/Quantity of Work**
- G. Acceptance of Supervision**
- H. Response to Pressure**
- I. Frustration Tolerance**

- J. Adaptability/Flexibility**
- K. Communication/Socialization**
- L. Stamina**
- M. Appearance/Hygiene**
- N. Responsibility**
- O. Awareness/Practice of Safety**
- P. Orientation/Mobility: Worksite**
- Q. Orientation/Mobility: Work-Related Travel**

**A. Punctuality**

1. Arrives in work area on time.
2. Begins coffee break at appropriate/designated time.
3. Returns from coffee break on time.
4. Begins lunch break at appropriate/designated time.
5. Returns from lunch break on time.
6. Returns from restroom within appropriate time (10 mins.).
7. Leaves work area for toileting with appropriate frequency (less than 5 times per day).
8. Leaves work area at appropriate/designated time at end of day.

**B. Use of Time Clock**

1. Locates time card rack.
2. Selects own time card on rack.
3. Labels time card.
4. Locates time clock.
5. Punches in and out on time clock.
6. Punches in and out at designated intervals.

**C. Task Approach/Completion**

1. Goes to assigned work area and begins work immediately.
2. Locates necessary work supplies for job.
3. Sets up/stocks work area.
4. Interrupts work to attend to related needs (i.e., bathroom, drink of water, blowing nose, etc.).
5. Stops work and requests assistance at appropriate time.
6. Replenishes available work materials as needed.
7. Completes work in designated sequence.
8. Completes work within allotted time frame.
9. Continues working when supervisor is not present.
10. Cleans work area as needed.
11. Returns work materials to appropriate location(s).

**D. Attention Span**

1. Makes eye/tactile contact to task.
2. Daydreams (blank stare or lack of movement) less than 10 seconds during task.
3. Attends to task from initiation to completion.
4. Attends to task for up to:
  - 1 hour
  - 2 hours
  - 3 hours
  - 4 hours or more
5. Attends to task when sitting next to/opposite another.
6. Attends to task in large group setting (10 or more workers).
7. Remains on task while conversing with others.
8. Remains on task during peer disturbance or environmental distractions.
9. Follows one-step commands related to task.
10. Follows two-step commands related to task.
11. Follows three- or more step commands related to task.

**E. Task/Skill Acquisition**

1. Learns to criterion new tasks of 1 - 5 steps within:
  - 15 minutes
  - 30 minutes
  - 1 hour
  - 1 - 6 hours
  - 6 hours or more
2. Learns to criterion new tasks of 6 - 10 steps within:
  - 15 minutes
  - 30 minutes
  - 1 hour
  - 1 - 6 hours
  - 6 hours or more

3. Learns to criterion new tasks of 10 - 20 steps within:
  - 15 minutes
  - 30 minutes
  - 1 hour
  - 1 - 6 hours
  - 6 hours or more
4. Exhibits retention of task by performing learned skills:
  - at a later time in work day
  - the following work day
  - from week to week

#### **F. Quality/Quantity of Work Produced**

1. Completes 1 - 5 step task with:
  - 100% accuracy rate
  - 90 - 99% accuracy rate
  - 80 - 89% accuracy rate
  - 70 - 79% accuracy rate
2. Completes 6 - 10 step task with:
  - 100% accuracy rate
  - 90 - 99% accuracy rate
  - 80 - 89% accuracy rate
  - 70 - 79% accuracy rate
3. Completes 10 - 20 step task with:
  - 100% accuracy rate
  - 90 - 99% accuracy rate
  - 80 - 89% accuracy rate
  - 70 - 79% accuracy rate
4. Completes 1 - 5 step task at:
  - 90 - 100% of the competitive rate
  - 75 - 90% of the competitive rate
  - 50 - 75% of the competitive rate
  - 25 - 50% of the competitive rate
5. Completes 6 - 10 step task at:
  - 90 - 100% of the competitive rate
  - 75 - 90% of the competitive rate
  - 50 - 75% of the competitive rate
  - 25 - 50% of the competitive rate
6. Completes 10 - 20 step task at:
  - 90 - 100% of the competitive rate
  - 75 - 90% of the competitive rate
  - 50 - 75% of the competitive rate
  - 25 - 50% of the competitive rate

#### **G. Acceptance of Supervision**

1. Responds appropriately to requests for change in task.
2. Responds appropriately to requests for change in work location.
3. Responds appropriately to requests for change in work routine/sequence.
4. Follows rules/regulations in work area.

5. Responds appropriately to requests for quiet/calm.
6. Assists others when requested by supervisor.
7. Responds appropriately to requests for error correction, i.e., corrects errors willingly.
8. Responds appropriately to constructive criticism, i.e., attempts to implement change.
9. Stops/starts work when requested by supervisor.

#### **H. Response to Pressure**

1. Attempts to increase production upon supervisor's requests.
2. Attempts to increase production upon team's request.
3. Attempts to complete task by specific time upon supervisor's request.
4. Continues to maintain productivity after corrected for error(s).
5. Continues to work when being observed directly and at close proximity.

#### **I. Frustration Tolerance**

1. Maintains production on highly repetitive task.
2. Maintains production on less preferred task.
3. Exhibits calm and continues to work when co-worker has preferred task.
4. Remains calm and continues to work on challenging/difficult task.
5. Seeks assistance after several unsuccessful attempts.
6. Remains calm/seeks assistance when provoked by co-worker.
7. Waits appropriately during delays in team tasks.
8. Waits appropriately during work delay/stoppage.

#### **J. Adaptability/Flexibility**

1. Accepts changes in tasks from day to day.
2. Accepts changes in work locations from day to day.
3. Accepts changes in tasks during same day.
4. Accepts changes in work locations during same day.
5. Accepts time changes in daily schedule or routine.
6. Accepts supervision from more than one supervisor.
7. Continues to perform task following change(s) in instruction.
8. Continues to perform task following change(s) in co-workers' location.
9. Transfers/applies previously learned skills to new tasks requiring same skills.
10. Attempts alternative methods to complete a task when experiencing repeated difficulty.

11. Attempts alternative mode(s) of communication when not understood by others.
12. Tolerates alternative mode(s) of communication.

#### **K. Communication/Socialization**

1. Responds to requests or cues from supervisor.
2. Responds to requests or cues from co-workers.
3. Limits extraneous sounds.
4. Refrains from continual muttering or talking to self.
5. Limits extraneous movements.
6. Sits or moves about quietly when appropriate.
7. Initiates contact with others to seek assistance or make needs known.
8. Reciprocates/responds appropriately to greetings of others.
9. Initiates greetings upon entry/exit.
10. Displays friendly facial expression when interacting with others.
11. Displays courtesy when interacting with others.
12. Socializes or engages in conversation during break time in a non-disruptive manner.
13. Socializes or engages in conversation during work time in a non-disruptive manner.
14. Refrains from use of obscene or vulgar language.
15. Refrains from flirtation or excessive physical contact with others.
16. Sits or bends in socially acceptable manner.
17. Initiates conversation with others during break/lunch.
18. Chooses topics of conversation which are appropriate to work setting.
19. Limits perseveration on topics of conversation.
20. Uses alternative mode(s) of communication when necessary.
21. Assists others (i.e., opens doors, carries objects, etc.).
22. Willingly shares with others.
23. Compromises to resolve conflicts.

#### **L. Stamina**

1. Sits at work station or in work area and remains on task (with scheduled breaks) for up to:
  - 2 hours
  - 3 hours
  - 4 hours or more
  - full day
2. Stands at work station or in work area and remains on task (with scheduled breaks) for up to:
  - 2 hours
  - 3 hours
  - 4 hours or more
  - full day

3. Performs repetitive physical work (with scheduled breaks) for up to:
  - 1 hour
  - 2 hours
  - 3 hours
  - 4 hours or more
  - full day
4. Lifts work materials weighing up to:
  - 5 pounds
  - 10 pounds
  - 20 pounds
  - 30 pounds
  - 40 pounds or more
5. Maintains consistent quantity of work throughout work day.
6. Maintains consistent quality of work throughout work day.
7. Maintains productivity when working overtime.

#### **M. Appearance/Hygiene**

1. Wears appropriate outer clothing for varying weather conditions.
2. Dresses appropriately for work setting.
3. Wears clothing which is clean/pressed, coordinated and in good repair.
4. Wears footwear in good repair appropriate to work setting.
5. Maintains clean, neat hair.
6. Showers/bathes as often as needed to maintain cleanliness.
7. Keeps nails clean, trimmed.
8. Brushes teeth regularly.
9. Maintains clean-shaven appearance or neatly trimmed facial hair.
10. Maintains overall neat appearance throughout work day, i.e., adjusts clothing, combs hair and washes hands as needed.
11. Washes hands if appropriate, i.e., food or health services, before beginning work.
12. Washes hands after toileting, before returning to work.
13. Covers mouth when coughing.
14. Shields sneezes from work materials and co-workers.
15. Uses handkerchief or facial tissues when necessary.
16. Attends to feminine hygiene needs.
17. Exhibits good posture.

#### **N. Responsibility**

1. Seeks assistance to notify employer when sick/late.
2. Requests time off within appropriate time period.

3. Meets employer requirements for attendance.
4. Meets employer requirements for punctuality.
5. Follows through on supervisor requests or assigned tasks.
6. Accepts established standards of quality as criteria for employment.
7. Accepts responsibility for errors.
8. Apologizes when appropriate for errors.
9. Places personal belongings in designated areas.
10. Returns borrowed property in good condition.
11. Returns borrowed property within reasonable period of time.
12. Accurately reports experiences/events.
13. Accurately reports quantity of work.
14. When necessary, informs supervisor/co-worker upon leaving work area.
15. Cleans work area upon completion of task.

#### **O. Awareness/Practice of Safety**

1. Uses appropriate entrances and exits.
2. Walks (i.e., avoids running) from place to place in the work area.
3. Walks without bumping others.
4. Exhibits appropriate mobility techniques within work environment (i.e., stairs, low ceiling, etc.).
5. Identifies and avoids designated dangerous/restricted areas.
6. Wears protective clothing specific to task (i.e., goggles, gloves, hair net, etc.).
7. Adjusts hearing aids when noise level is detrimental to hearing.
8. Carries utensils/tools (i.e., knives, scissors, screwdrivers, etc.) in a safe manner.
9. Follows safety procedures when using utensils/tools.
10. Stores utensils/tools in a safe manner.
11. Cleans spills immediately after they occur.
12. Employs proper techniques when lifting work materials.
13. Stores materials in proper container or place.
14. Disposes of waste materials in appropriate receptacle.
15. Observes safety precautions specific to the use of machinery/appliances.
16. Holds plug when inserting into or removing from outlet.
17. Turns machinery/appliances off when finished.
18. Turns machinery/appliances off when cleaning.
19. Calls for help/notifies others during emergencies.
20. Accepts sighted guide upon being informed of emergency/evacuation.

21. Follows designated evacuation route during emergency/fire drills.
22. Follows alternate evacuation route during emergency/fire drills when primary route is blocked.
23. Avoids elevators/escalators during fire drills.

#### **P. Orientation/Mobility: Work Site**

1. Locates appropriate room/closet/locker for outerwear and personal belongings.
2. Locates time clock area.
3. Locates sex-appropriate restroom.
4. When given work assignment, proceeds to appropriate work area.
5. Locates appropriate work station/table.
6. Locates seat.
7. Locates necessary work materials.
8. Arranges work materials in efficient manner or designated order to facilitate productivity.
9. Locates water fountain.
10. Locates coffee break area.
11. Locates lunch area.
12. Locates lunch table.
13. Locates necessary lunch materials.
14. Locates vending machines.
15. Walks from one work area to another.
16. Locates supervisor's office.

#### **Q. Orientation/Mobility: Work-Related Travel**

1. Carries or uses white cane in transit.
2. Walks to designated transportation point.
3. Walks to work site from residence.
4. Walks to designated bus stop.
5. Awaits arrival of bus at designated area.
6. Recognizes correct bus.
7. Waits turn when boarding bus.
8. Displays mass transit identification card when requested by driver.
9. Deposits correct change/token in fare box.
10. Seats self or stands with support of pole/handrail.
11. Uses landmarks or other cues to identify general area for disembarking.
12. Locates destination point.
13. Notifies driver of destination point or prepares to disembark by walking to front of bus.
14. Disembarks at destination point.
15. Elicits help when necessary to cross busy intersection.
16. Walks to work site from bus stop.
17. Follows designated procedure upon missing bus stop.
18. Follows designated procedure when bus service is temporarily halted.

## Placement Survey

project **ADVANCE**

Date: \_\_\_\_\_

Work Site: \_\_\_\_\_

Check One: ☐ Employer  
☐ Supervisor  
☐ Co-worker

The following survey was developed to help us evaluate and improve our placement procedures for the students in the Perkins vocational training program.

Your assistance with this survey is very valuable to us. Please take a few moments to complete the form and return it to the Perkins teacher.

Thank you for your time and cooperation!

- |                                                                        | YES   | NO    | NOT SURE |
|------------------------------------------------------------------------|-------|-------|----------|
| 1. Were you told that the student(s) being placed is (are) deaf-blind? | _____ | _____ | _____    |
| 2. Have you been informed about:                                       |       |       |          |
| a. the date the student(s) will start working?                         | _____ | _____ | _____    |
| b. the jobs the student(s) will work on?                               | _____ | _____ | _____    |
| c. the student's work hours?                                           | _____ | _____ | _____    |
| d. the presence of the student's teacher?                              | _____ | _____ | _____    |
| e. your responsibilities as they relate to the student?                | _____ | _____ | _____    |
| 3. Will this be your first experience with a deaf-blind person?        | _____ | _____ | _____    |
| 4. Would you like to know more about deaf-blindness?                   | _____ | _____ | _____    |
| 5. Have you had any experience with sign language?                     | _____ | _____ | _____    |
| 6. Would you like to learn some sign language?                         | _____ | _____ | _____    |

Please tell us how much you agree or disagree with the statements below.  
(circle one number)

- |                                                                                                                            | strongly agree | 1 | 2 | 3 | 4 | strongly disagree |
|----------------------------------------------------------------------------------------------------------------------------|----------------|---|---|---|---|-------------------|
| 7. The deaf-blind student(s) will carry out the responsibilities of the job as well as other non-handicapped employees.    |                | 1 | 2 | 3 | 4 |                   |
| 8. The deaf-blind student(s) will adapt to the physical layout of the workplace.                                           |                | 1 | 2 | 3 | 4 |                   |
| 9. The deaf-blind student(s) will present more of a safety risk than other non-handicapped employees in this work setting. |                | 1 | 2 | 3 | 4 |                   |
| 10. It will be difficult to communicate with the deaf-blind student(s).                                                    |                | 1 | 2 | 3 | 4 |                   |
| 11. There are several different ways to communicate with deaf-blind people.                                                |                | 1 | 2 | 3 | 4 |                   |
| 12. I'll have to "go out of my way" while working with the deaf-blind student(s).                                          |                | 1 | 2 | 3 | 4 |                   |

Do you need any further information about the student or our training program? Please specify below.

Thank you.

Work Skills Assessment

project **ADVANCE**

| STUDENT: Anne                                                                                                                    |                        |             | NOT ADDRESSED | FREQUENCY OF PERFORMANCE |          |          |           | LEVEL OF ASSISTANCE |                  |               |                    |             | CURRENT STATUS |                  |                    |          |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------|---------------|--------------------------|----------|----------|-----------|---------------------|------------------|---------------|--------------------|-------------|----------------|------------------|--------------------|----------|
| ASSESSMENT DATE                                                                                                                  | WORK PLACEMENT:        | SUPERVISOR: |               | Less than 50%            | 50 - 70% | 71 - 90% | 91 - 100% | Maximum Physical    | Partial Physical | Demonstration | Verbal/Signed Cues | Independent | No Progress    | Limited Progress | Continued Progress | Achieved |
| 1. 12-6-82                                                                                                                       | Papa Gino's Restaurant | J. Norris   |               |                          |          |          |           |                     |                  |               |                    |             |                |                  |                    |          |
| 2. 3-3-83                                                                                                                        | Papa Gino's Restaurant | J. Norris   |               |                          |          |          |           |                     |                  |               |                    |             |                |                  |                    |          |
| 3. 6-6-83                                                                                                                        | Papa Gino's Restaurant | J. Norris   |               |                          |          |          |           |                     |                  |               |                    |             |                |                  |                    |          |
| TARGET BEHAVIOR (TB):                                                                                                            |                        |             |               |                          |          |          |           |                     |                  |               |                    |             |                |                  |                    |          |
| Anne will clean spills immediately after they occur.                                                                             |                        |             | TB            |                          |          |          | TB        |                     |                  |               | TB                 |             |                |                  |                    |          |
|                                                                                                                                  |                        |             | 1.            |                          |          | 1.       |           |                     | 1.               |               |                    | 1.          |                |                  |                    |          |
|                                                                                                                                  |                        |             | 2.            |                          |          | 2.       |           |                     | 2.               |               |                    | 2.          |                |                  |                    |          |
|                                                                                                                                  |                        |             | 3.            |                          |          | 3.       |           |                     | 3.               |               |                    | 3.          |                |                  |                    |          |
| Anne will attempt alternate mode(s) of communication when not understood by others.                                              |                        |             | TB            |                          |          |          | TB        |                     |                  |               | TB                 |             |                |                  |                    |          |
|                                                                                                                                  |                        |             | 1.            |                          |          | 1.       |           |                     | 1.               |               |                    | 1.          |                |                  |                    |          |
|                                                                                                                                  |                        |             | 2.            |                          |          | 2.       |           |                     | 2.               |               |                    | 2.          |                |                  |                    |          |
|                                                                                                                                  |                        |             | 3.            |                          |          | 3.       |           |                     | 3.               |               |                    | 3.          |                |                  |                    |          |
| Anne will notify her work supervisor, via an interpreter, when she cannot come to work due to illness.                           |                        |             | TB            |                          |          |          | TB        |                     |                  |               | TB                 |             |                |                  |                    |          |
|                                                                                                                                  |                        |             | 1.            | 1. *                     |          |          |           |                     |                  |               |                    |             |                |                  |                    |          |
|                                                                                                                                  |                        |             | 2.            | 2. *                     |          |          |           |                     |                  |               |                    |             |                |                  |                    |          |
|                                                                                                                                  |                        |             | 3.            | 3. *                     |          |          |           |                     |                  |               |                    |             |                |                  |                    |          |
| Anne will tolerate constructive criticism, i.e., without exhibiting a negative response.                                         |                        |             | TB            |                          |          |          | TB        |                     |                  |               | TB                 |             |                |                  |                    |          |
|                                                                                                                                  |                        |             | 1.            |                          |          | 1.       |           |                     | 1.               | 1.            |                    |             | 1.             |                  |                    |          |
|                                                                                                                                  |                        |             | 2.            |                          |          | 2.       |           |                     | 2.               | 2.            |                    |             | 2.             |                  |                    |          |
|                                                                                                                                  |                        |             | 3.            |                          |          | 3.       |           |                     | 3.               |               |                    | 3.          |                |                  |                    |          |
| Anne will exhibit appropriate greeting behaviors to her co-workers, i.e., smiling and waving hello, upon entry to the work site. |                        |             | TB            |                          |          |          | TB        |                     |                  |               | TB                 |             |                |                  |                    |          |
|                                                                                                                                  |                        |             | 1.            |                          | 1.       |          |           |                     | 1.               | 1.            |                    |             | 1.             |                  |                    |          |
|                                                                                                                                  |                        |             | 2.            |                          |          | 2.       |           |                     |                  | 2.            |                    |             | 2.             |                  |                    |          |
|                                                                                                                                  |                        |             | 3.            |                          |          | 3.       |           |                     |                  | 3.            |                    |             | 3.             |                  |                    |          |
| Anne will complete a previously learned task within a time specified by her work supervisor.                                     |                        |             | TB            |                          |          |          | TB        |                     |                  |               | TB                 |             |                |                  |                    |          |
|                                                                                                                                  |                        |             | 1.            |                          |          | 1.       |           |                     | 1.               |               |                    | 1.          |                |                  |                    |          |
|                                                                                                                                  |                        |             | 2.            |                          |          | 2.       |           |                     | 2.**             |               |                    | 2.          |                |                  |                    |          |
|                                                                                                                                  |                        |             | 3.            |                          |          | 3.       |           |                     | 3.               |               |                    | 3.          |                |                  |                    |          |
|                                                                                                                                  |                        |             | TB            |                          |          |          |           |                     |                  |               |                    |             |                |                  |                    |          |
|                                                                                                                                  |                        |             | 1.            |                          |          |          |           |                     |                  |               |                    |             |                |                  |                    |          |
|                                                                                                                                  |                        |             | 2.            |                          |          |          |           |                     |                  |               |                    |             |                |                  |                    |          |
|                                                                                                                                  |                        |             | 3.            |                          |          |          |           |                     |                  |               |                    |             |                |                  |                    |          |

ADDITIONAL COMMENTS (Note use of adaptive equipment, special problems, recommendations, etc.):

\*Anne has not been ill.

\*\*Anne's supervisor uses written notes to communicate, not verbal/signed cues.

Work Skills Assessment

project

ADVANCE

Definitions of Terminology

|                          |                                                                                                                                                   |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| NOT ADDRESSED            | the target behavior was not addressed during this assessment period                                                                               |
| FREQUENCY OF PERFORMANCE | the percentage of time the student performs a stated target behavior as observed by the instructor                                                |
| LEVEL OF ASSISTANCE      | the type of assistance most often needed by the student to perform a stated target behavior as observed by the instructor                         |
| Maximum Physical         | the student requires hand-over-hand assistance to perform a behavior/task                                                                         |
| Partial Physical         | the student requires physical prompts or cues to perform a behavior/task                                                                          |
| Demonstration            | the student performs a behavior/task following a demonstration of that behavior/task by another person                                            |
| Verbal/Signed Cues       | the student requires verbal/signed prompts or instructions from another person before performing a behavior/task - includes gestures and pointing |
| Independent              | the student performs a behavior/task with no assistance from another person                                                                       |
| CURRENT STATUS           | the level of progress the student has made toward achieving a stated target behavior as observed by the instructor                                |
| No Progress              | the student has made no progress toward achieving the stated target behavior                                                                      |
| Limited Progress         | the student has made little or minimal progress toward achieving the stated target behavior                                                       |
| Continued Progress       | the student has made significant progress toward achieving the stated target behavior                                                             |
| Achieved                 | the student has consistently performed the stated target behavior                                                                                 |

project ADVANCE

| FILLING DOUGH |                                                           | DATE: | 9/14/82 | 9/16/82 | 9/21/82 | 9/23/82 | 9/28/82 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---------------|-----------------------------------------------------------|-------|---------|---------|---------|---------|---------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| STEPS:        | 1. Locate prepared filling, pre-cut dough, spoon.         | S     | S       | S       | S       | S       | S       |  |  |  |  |  |  |  |  |  |  |  |  |  |
|               | 2. Pick up 1 piece pre-cut dough.                         | S     | S       | S       | +       | +       | +       |  |  |  |  |  |  |  |  |  |  |  |  |  |
|               | 3. Pick up spoon and scoop out spoonful prepared filling. | D     | D       | D       | S       | +       | +       |  |  |  |  |  |  |  |  |  |  |  |  |  |
|               | 4. Place filling in middle of dough.                      | D     | D       | +       | +       | +       | +       |  |  |  |  |  |  |  |  |  |  |  |  |  |
|               | 5. Put dough with filling in pan.                         | S     | S       | +       | +       | +       | +       |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SKILLS:       | 1. Identifies/recognizes spoon, filling, dough, pan.      |       |         |         |         |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |
|               | 2. Grasps spoon and scoops.                               |       |         |         |         |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |
|               |                                                           |       |         |         |         |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |
|               |                                                           |       |         |         |         |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |
|               |                                                           |       |         |         |         |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |
|               |                                                           |       |         |         |         |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |
|               |                                                           |       |         |         |         |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |
| COMMENTS:     |                                                           |       |         |         |         |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |

KEY: + = Independently  
S = Signed/Verbal Cue  
D = Demonstration  
P = Physical Prompt  
M = Maximum Physical Assistance

## Work Evaluation

project **ADVANCE**

The survey on the following pages was designed to help us evaluate and improve our vocational training program for the deaf-blind students at Perkins.

Your assistance with this survey is very valuable to us. Please answer the questions to the best of your ability based on your direct experience with the student(s) and the training program.

We would like to emphasize that this is not a grading system for our students and teachers. Therefore,

we need to know both the positive and negative things about our program in order to improve it. Our students can only benefit from your honest responses.

We have tried to keep this evaluation brief and simple. However, please feel free to ask for assistance if you have any questions.

Thank you for your time and cooperation!

Student's Name: \_\_\_\_\_

Circle One: Employer  
Supervisor  
Co-worker

Date: \_\_\_\_\_

Work Site: \_\_\_\_\_

**ABOUT THE STUDENT...**

*Please tell us how much you agree or disagree with the statements below (circle one number):*

|                                                                                                                              | strongly<br>agree | 1 | 2 | 3 | 4 | strongly<br>disagree |
|------------------------------------------------------------------------------------------------------------------------------|-------------------|---|---|---|---|----------------------|
| 1. The student has a good record of attendance and punctuality . . . . .                                                     |                   | 1 | 2 | 3 | 4 |                      |
| 2. The student has a positive attitude toward work . . . . .                                                                 |                   | 1 | 2 | 3 | 4 |                      |
| 3. The student appears as satisfied with the job as other employees on the same job . . .                                    |                   | 1 | 2 | 3 | 4 |                      |
| 4. The student has good skills in his/her ability to:                                                                        |                   |   |   |   |   |                      |
| a. follow directions . . . . .                                                                                               |                   | 1 | 2 | 3 | 4 |                      |
| b. attend to and complete work assignments . . . . .                                                                         |                   | 1 | 2 | 3 | 4 |                      |
| c. learn a new task quickly . . . . .                                                                                        |                   | 1 | 2 | 3 | 4 |                      |
| d. communicate needs . . . . .                                                                                               |                   | 1 | 2 | 3 | 4 |                      |
| 5. The student cooperates and works well with other employees . . . . .                                                      |                   | 1 | 2 | 3 | 4 |                      |
| 6. The student displays appropriate social behaviors . . . . .                                                               |                   | 1 | 2 | 3 | 4 |                      |
| 7. The student is accepted by the non-handicapped employees . . . . .                                                        |                   | 1 | 2 | 3 | 4 |                      |
| 8. The student adapts well to changes in the work schedule or work routine . . . . .                                         |                   | 1 | 2 | 3 | 4 |                      |
| 9. The student adapts well to the physical layout of the workplace . . . . .                                                 |                   | 1 | 2 | 3 | 4 |                      |
| 10. The student works safely and displays an awareness of dangerous areas . . . . .                                          |                   | 1 | 2 | 3 | 4 |                      |
| 11. The student presents more of a safety risk than do other<br>non-handicapped employees in this work setting . . . . .     |                   | 1 | 2 | 3 | 4 |                      |
| 12. The student has mastered the essential aspects of the job<br>(s)he was trained for . . . . .                             |                   | 1 | 2 | 3 | 4 |                      |
| 13. The student carries out the job responsibilities as well as<br>other non-handicapped employees on the same job . . . . . |                   | 1 | 2 | 3 | 4 |                      |

## Work Evaluation/Page 2

project **ADVANCE****ABOUT OUR PROGRAM...**

|                                                                                                                | Yes   | No    | Not<br>Sure |
|----------------------------------------------------------------------------------------------------------------|-------|-------|-------------|
| 1. Before the student began working, were you told about the student's placement in any of the following ways? |       |       |             |
| a. the student's disability . . . . .                                                                          | _____ | _____ | _____       |
| b. the date the student would start working . . . . .                                                          | _____ | _____ | _____       |
| c. the jobs the student would work on . . . . .                                                                | _____ | _____ | _____       |
| d. the student's work hours . . . . .                                                                          | _____ | _____ | _____       |
| e. the presence of the student's teacher . . . . .                                                             | _____ | _____ | _____       |
| f. your responsibilities as they related to the student . . . . .                                              | _____ | _____ | _____       |
| g. the length of the training program . . . . .                                                                | _____ | _____ | _____       |

|                                                                                                                |       |       |       |
|----------------------------------------------------------------------------------------------------------------|-------|-------|-------|
| 2. From which source did you obtain <i>most</i> of the information about the student and the training program? |       |       |       |
| a. your manager or supervisor . . . . .                                                                        | _____ | _____ | _____ |
| b. other employees . . . . .                                                                                   | _____ | _____ | _____ |
| c. the brochure and student profile sheet . . . . .                                                            | _____ | _____ | _____ |
| d. the Perkins training staff . . . . .                                                                        | _____ | _____ | _____ |

|                                                                                      |       |       |       |
|--------------------------------------------------------------------------------------|-------|-------|-------|
| 3. Did you complete a "Placement Survey" before the student began working? . . . . . | _____ | _____ | _____ |
|--------------------------------------------------------------------------------------|-------|-------|-------|

Please tell us how much you agree or disagree  
with the statements below (circle one number):

|                                                                                                  | strongly<br>agree | 1 | 2 | 3 | 4 | strongly<br>disagree |
|--------------------------------------------------------------------------------------------------|-------------------|---|---|---|---|----------------------|
| 4. The student's teacher did not interfere with my supervision or plans for the student. . . . . |                   | 1 | 2 | 3 | 4 |                      |
| 5. The teacher's presence did not interfere with the regular work routine . . . . .              |                   | 1 | 2 | 3 | 4 |                      |
| 6. The teacher was effective in the following ways:                                              |                   |   |   |   |   |                      |
| a. instructing and supervising the student(s) . . . . .                                          |                   | 1 | 2 | 3 | 4 |                      |
| b. communicating with other employees about the student's needs and skills . . . . .             |                   | 1 | 2 | 3 | 4 |                      |
| c. stepping back when appropriate to allow the student(s) to work independently . . . . .        |                   | 1 | 2 | 3 | 4 |                      |
| d. remaining sensitive to the needs of other employees and the work environment . . . . .        |                   | 1 | 2 | 3 | 4 |                      |

## Work Evaluation/Page 3

project **ADVANCE**

## YOUR THOUGHTS...

| Yes | No | Not<br>Sure |
|-----|----|-------------|
|-----|----|-------------|

- |                                                                        |   |   |   |
|------------------------------------------------------------------------|---|---|---|
| 1. Was this your first experience with a deaf-blind person? . . . . .  | — | — | — |
| 2. Did you know anything about deafness or blindness before? . . . . . | — | — | — |
| 3. Was this your first experience with sign language? . . . . .        | — | — | — |
| 4. Did you learn any sign language? . . . . .                          | — | — | — |

Please tell us how much you agree or disagree  
with the statements below (circle one number):

| strongly<br>agree | 1 | 2 | 3 | 4 | strongly<br>disagree |
|-------------------|---|---|---|---|----------------------|
|-------------------|---|---|---|---|----------------------|

- |                                                                                                                            |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 5. I enjoyed learning or using sign language . . . . .                                                                     | 1 | 2 | 3 | 4 |
| 6. It was difficult communicating with the student . . . . .                                                               | 1 | 2 | 3 | 4 |
| 7. There are several different ways of communicating with a deaf-blind person . . . . .                                    | 1 | 2 | 3 | 4 |
| 8. My image of a deaf-blind person has changed in the following ways:                                                      |   |   |   |   |
| a. physical appearance . . . . .                                                                                           | 1 | 2 | 3 | 4 |
| b. manner of communication . . . . .                                                                                       | 1 | 2 | 3 | 4 |
| c. capabilities and skills . . . . .                                                                                       | 1 | 2 | 3 | 4 |
| d. needs . . . . .                                                                                                         | 1 | 2 | 3 | 4 |
| e. behaviors . . . . .                                                                                                     | 1 | 2 | 3 | 4 |
| 9. At times I felt uncomfortable with the student:                                                                         |   |   |   |   |
| a. during break . . . . .                                                                                                  | 1 | 2 | 3 | 4 |
| b. during work . . . . .                                                                                                   | 1 | 2 | 3 | 4 |
| c. when the student's teacher was not immediately present . . . . .                                                        | 1 | 2 | 3 | 4 |
| 10. At times I felt I had to "go out of my way" while working with the student by:                                         |   |   |   |   |
| a. being more patient . . . . .                                                                                            | 1 | 2 | 3 | 4 |
| b. slowing the pace . . . . .                                                                                              | 1 | 2 | 3 | 4 |
| c. trying to communicate . . . . .                                                                                         | 1 | 2 | 3 | 4 |
| 11. At times I became frustrated when:                                                                                     |   |   |   |   |
| a. communicating with the student . . . . .                                                                                | 1 | 2 | 3 | 4 |
| b. the student was working at a slower pace . . . . .                                                                      | 1 | 2 | 3 | 4 |
| c. instructions had to be repeated more than once . . . . .                                                                | 1 | 2 | 3 | 4 |
| 12. Overall, my experience with this student was positive . . . . .                                                        | 1 | 2 | 3 | 4 |
| 13. As an employer, I would consider the following factors most valuable<br>or beneficial when hiring a deaf-blind person: |   |   |   |   |
| a. obtaining an employee who is skilled and capable . . . . .                                                              | 1 | 2 | 3 | 4 |
| b. projecting a good public service image for the company . . . . .                                                        | 1 | 2 | 3 | 4 |
| c. obtaining an employee who is motivated to work and enjoys the job . . . . .                                             | 1 | 2 | 3 | 4 |
| d. obtaining an employee who is dependable and may fill a job with<br>previously high turnover . . . . .                   | 1 | 2 | 3 | 4 |
| e. complying with affirmative action laws . . . . .                                                                        | 1 | 2 | 3 | 4 |
| f. opportunity to obtain tax credits and reimbursements . . . . .                                                          | 1 | 2 | 3 | 4 |

## ANY ADDITIONAL COMMENTS OR SUGGESTIONS...

Thank you.

Observation Schedule

projectADVANCE

**Description:**

The Project ADVANCE Observation Schedule is a list of fourteen major categories of mutually exclusive behaviors with three behavioral sub-categories. The tool was developed as a format for data collection and evaluation of deaf-blind multihandicapped students/clients in a vocational setting.

- The Observation Schedule can be used to:
- establish a baseline of trainee performance prior to specific vocational training;
  - document trainee progress;
  - document the effectiveness of training procedures;
  - identify critical behaviors which are prerequisite for successful placement in a wide range of vocational settings;

**Instructions for Use:**

Before using the Observation Schedule, the observer should become thoroughly familiar with the behavioral definitions and letter codes as they pertain to the behaviors listed on the schedule.

Each page of the Observation Schedule represents fifteen minutes of observations performed at 30-second intervals for a total of thirty observations per page. Fourteen major behavioral categories and three behavioral sub-categories are listed on the left. At the top and bottom of the page are the numbers 1 through 15 which mark the minutes of observation. These minutes are further sub-divided into two 30-second intervals. Space is provided on the right of the schedule to tally the totals for each behavioral category.

At the end of each 30-second interval, the observer looks at the student and classifies the student's activity into one of the fourteen major behavioral categories. A check (or letter-code where applicable) is then placed in the box which corresponds with (1) that particular behavior and (2) the specific 30-second interval during which the observation was made. Behaviors which occur before the end of a 30-second interval are not noted.

Theoretically, the behavior exhibited by the student at the end of each 30-second interval should be classified into only one major behavioral category, since all fourteen categories are mutually exclusive. For example, a student could not perform a task independently and seek help at the same time. One exception to this may be a deaf-blind student who has oral language skills. This student, for example, could perform a task indepedently while socially conversing with a co-worker.

One or more checks may be placed in the three behavioral sub-categories only when these behaviors occur in conjunction with one of the fourteen major behavioral categories.

*Example: A student is independently cutting tomatoes, but is also sneezing on the vegetables while performing this task. The observer would then place one check beside "Independently performing task" (a major category) and a second check beside the sub-category "Inappropriate hygiene."*

If the student exhibits a behavior which does not seem to meet the criteria for one of the fourteen major categories, the observer should place a check beside "Other" and briefly specify the behavior in the space provided.

**Behavioral Definitions**

| Observed Behavior             | Definition                                                                                                                                                                                                                                                                                                                                                 | Example                                                                                                                             |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Independently Performing Task | The student is performing a task with no direct assistance, supervision, cues or prompts.                                                                                                                                                                                                                                                                  | setting up work area<br>cleaning up work area<br>replenishing work supplies<br>returning equipment or supplies to original location |
| Transitional Movement         | The student is moving between different areas in the work site. This movement is not directly related to the immediate task at hand.                                                                                                                                                                                                                       | entry to/exit from the work area<br>walking from a supply room to a work area<br>walking to the bathroom                            |
| Instructional Interaction     | A verbal, written, signed, or tactual exchange which is directly related to the task. The interaction can be initiated by either the student or another person.<br><br>Specify with whom/what the interaction is occurring:<br><br>T = Teacher<br>PS = Perkins Student<br>S = Supervisor<br>CW = Co-worker<br>M = Media (written or pictorial instruction) | hand-over-hand guidance<br>verbal prompting<br>physical cues<br>reading a recipe<br>reading a job task analysis                     |

## Observation Schedule/Page 2

project **ADVANCE**

|                                               |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                             |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Seeking Help                                  | The student initiates a request for help by signing, speaking, gesturing or writing.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                             |
| Social Interaction                            | <p>A verbal, written, signed or tactual exchange between the student and another person which is not related to the task. The interaction can be initiated by either the student or another person.</p> <p>Specify with whom the interaction is occurring:</p> <p>T = Teacher<br/>PS = Perkins Student<br/>S = Supervisor<br/>CW = Co-worker</p> | <p>greeting behavior ("Hi")</p> <p>expressing thanks</p> <p>shaking hands</p> <p>chatting</p>                                                                                                               |
| Offering Help/<br>Helping Others              | The student stops his/her task to initiate assistance to another person by asking (signing, gesturing, writing) if that person needs help or by assisting that person in need.                                                                                                                                                                   | picking up materials accidentally dropped by another person                                                                                                                                                 |
| Solitary Non-work<br>Activity                 | The student is standing/sitting/walking appropriately by self during a non-work period (ie., break or lunch) without disturbing others or interfering with others' work.                                                                                                                                                                         | <p>sitting by self during break</p> <p>eating by self during lunch</p> <p>exploring environment during break by stopping to investigate objects</p> <p>looking at watch</p>                                 |
| Waiting During Work<br>Delay or Work Stoppage | The student is sitting or standing patiently during a short-term work delay without nagging or interfering with others' work.                                                                                                                                                                                                                    |                                                                                                                                                                                                             |
| In Restroom                                   | The student has entered or is in the restroom.                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                             |
| Appropriate Hygiene/<br>Grooming              | The student is actively attending to immediate hygiene or grooming needs.                                                                                                                                                                                                                                                                        | <p>shielding mouth or turning away from others and work materials when coughing or sneezing</p> <p>washing hands</p> <p>using kleenex</p> <p>tying hair back</p> <p>tying shoes</p> <p>pulling up socks</p> |
| Physical Tantrum                              | An active, aggressive response by the student.                                                                                                                                                                                                                                                                                                   | <p>stomping feet</p> <p>crying</p> <p>screaming</p> <p>throwing things</p> <p>hitting</p> <p>biting self or others</p>                                                                                      |
| Responding Negatively<br>to Command           | The student refuses to comply with a request from another person.                                                                                                                                                                                                                                                                                | <p>turning/walking away</p> <p>signing "no", "new job", "finished", "later"</p> <p>ignoring person making request</p>                                                                                       |
| Inattentive to Task<br>During Work Time       | The non-performance of an assigned task.                                                                                                                                                                                                                                                                                                         | <p>daydreaming</p> <p>idle wandering</p> <p>signing/talking to self</p> <p>focusing attention on something outside of the task</p>                                                                          |

## Observation Schedule/Page 3

project **ADVANCE**

|                                       |                                                                                 |                                                                                                       |
|---------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Active Interference With Other's Work | The student's actions are directly related to disturbing another person's work. | physically getting in the way<br>pushing<br>disturbing another person by talking, taunting or teasing |
|---------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|

|       |                                                                                                                                                  |  |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Other | Any observed behavior or event which does not meet the definition of one of the above behaviors. Specify this observation in the space provided. |  |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------|--|

\* The following three (3) behaviors are checked when they occur in conjunction with one of the behaviors listed above.

|                          |                                                                                                                    |                                                                             |
|--------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Extraneous Vocalizations | The student produces sounds which are not task-related but occur in conjunction with another behavior or activity. | clucking<br>rolling<br>grunting<br>humming<br>incessant babbling or talking |
|--------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|

|                       |                                                                  |                                                                                                                            |
|-----------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Inappropriate Hygiene | The student actively fails to attend to immediate hygiene needs. | picking nose<br>coughing or sneezing on others or work materials<br>wiping nose on sleeve or hand<br>placing hand in pants |
|-----------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                      |                                                                                                              |                                                                                         |
|----------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Extraneous Movements | Repetitious movements which are not task-related but occur in conjunction with another behavior or activity. | tapping body parts<br>light "flicking"<br>rocking<br>shaking hands<br>playing with eyes |
|----------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|

Date \_\_\_\_\_

Setting \_\_\_\_\_

Student \_\_\_\_\_

Observer \_\_\_\_\_

Time Start \_\_\_\_\_

Time End \_\_\_\_\_

# Observation Schedule

project **ADVANCE**

| BEHAVIOR:                              | minutes: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | TOTALS |
|----------------------------------------|----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|--------|
|                                        |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Independently performing task          |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Transitional movement                  |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Instructional interaction: T/PS/S/CW/M |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Seeking help                           |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Social interaction: T/PS/S/CW          |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Offering help/helping other(s)         |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Solitary non-work activity             |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Waiting during delay/work stoppage     |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| In restroom                            |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Appropriate hygiene/grooming           |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Physical tantrum                       |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Responding negatively to command       |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Inattentive to task during work time   |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Active interference with other's work  |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Other (specify below)                  |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Extraneous vocalizations               |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Inappropriate hygiene                  |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| Extraneous movement                    |          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |        |
| minutes:                               |          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |        |

# *Certificate of Appreciation* to

**R.R.M.J., INC.  
AND  
QUALITY COIN-OP**

Framingham, Massachusetts

For its continued cooperation  
in the training and  
employing of visually and  
hearing impaired students  
from the

Perkins School for the Blind  
Watertown, Massachusetts

June, 1983



**project ADVANCE**

Perkins School for the Blind  
Watertown, Massachusetts

June 1983

On behalf of Perkins School for the Blind,  
the staff of Project ADVANCE wish to extend  
their sincere appreciation to the employers and co-workers  
of our visually and hearing-impaired students.

Through your continued efforts and cooperation  
over the past year, our students have gained  
a most valuable and rewarding employment experience  
which will surely enhance their future growth  
and independence.

Thank you.

**project ADVANCE**

**KIM SMITH****Current Address:**

Perkins School for the Blind  
175 North Beacon Street

**Home Address:**

35 Chestnut Street  
Fort Wayne, Indiana 46085

**Work Experience:**

|                                                                                                 |                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>September 1983-Present</i> . . . . .                                                         | <i>Dishwasher</i>                                                                                                                                                                                       |
| Waverley Oaks Racquetball Club<br>411 Waverley Oaks Road<br>Waltham, MA 02154                   | Responsible for washing dishes, pots, pans and glasses.                                                                                                                                                 |
| <i>June 1983-August 1983</i> . . . . .                                                          | <i>Kitchen Helper</i>                                                                                                                                                                                   |
| Red Cedar Center<br>Fort Wayne, Indiana                                                         | Responsible for washing dishes, cleaning tables, sweeping floors and preparing lunch.                                                                                                                   |
| <i>December 1982-June 1983</i> . . . . .                                                        | <i>House Cleaner</i>                                                                                                                                                                                    |
| Beat the Dust<br>Perkins School for the Blind<br>175 North Beacon Street<br>Watertown, MA 02172 | Responsible for cleaning the livingroom, bedroom, bathroom and kitchen of a campus residence.                                                                                                           |
| <i>March 1981-June 1983</i> . . . . .                                                           | <i>Food Preparer</i>                                                                                                                                                                                    |
| Papa Gino's<br>Watertown Mall<br>Watertown, MA                                                  | Responsible for preparing vegetables for salad bar; cooking, weighing, packaging and dating pasta; weighing, packaging and dating meats; mixing ingredients to prepare special pizza cheese and spices. |
|                                                                                                 | <i>Dining Room Busperson</i>                                                                                                                                                                            |
|                                                                                                 | Responsible for sweeping floors, washing mirrors, cleaning tables and stocking condiment area.                                                                                                          |
| <i>June 1982-August 1982</i> . . . . .                                                          | <i>General maintenance work</i> within schools including sweeping and mopping floors, washing windows, organizing desks.                                                                                |
| <i>October 1979-Present</i> . . . . .                                                           | <i>Electrician's Helper</i>                                                                                                                                                                             |
| Eddie Rancourt, Electrician<br>175 North Beacon Street<br>Watertown, MA 02172                   | Responsible for changing light bulbs, fixing wires and circuit breakers.                                                                                                                                |
| <i>Prevocational Training</i>                                                                   |                                                                                                                                                                                                         |
| Perkins School for the Blind<br>Watertown, MA                                                   |                                                                                                                                                                                                         |
| Food Service . . . . .                                                                          | Prepared vegetables; cooked on stove; read recipes.                                                                                                                                                     |
| Electrical Assistant . . . . .                                                                  | Assisted the school electrician in maintenance and repair work.                                                                                                                                         |
| House Maintenance . . . . .                                                                     | General cleaning and maintenance of home and household appliances.                                                                                                                                      |
| Greenhouse . . . . .                                                                            | Basic plant maintenance and care including seeding, planting, watering, propegating and fertilizing.                                                                                                    |
| Chair Caning . . . . .                                                                          | Caning chairs of several shapes.                                                                                                                                                                        |

**Personal:**

Born on January 22, 1965.

Kim is deaf and visually impaired. She communicates through sign language, gestures or print.

Kim is learning how to use public transportation independently. She uses a white cane only for the purpose of crossing the street.

Kim is in good health.

HV1715 Goros, Denise L (ed).  
G683 Advancements: an  
K849 implementation guide to a  
community-based  
vocational training

| DATE DUE |  |  |
|----------|--|--|
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |

AMERICAN FOUNDATION FOR THE BLIND  
15 WEST 16th STREET  
NEW YORK, N.Y. 10011

